

# **Business Technology Sample Model Curriculum**

**Prepared for  
Department of Elementary and Secondary Education  
Jefferson City, Missouri  
2003**

# **BUSINESS TECHNOLOGY**

## **Sample Model Curriculum**

[Acknowledgments](#), 4

[Introduction](#), 5

[Business Technology Competency Profile with Alignment](#), 7

### **I. [Demonstrate Workplace Behaviors](#)**

Overview, 15

Teaching Points, 16

Assignment, 19

Assessment, 20

### **II. Communicate Effectively**

#### **[Business Correspondence](#)**

Overview, 21

Teaching Points, 22

Assignment, 25

Assessment, 26

### **III. Use Internet as a Business Tool**

#### **[E-Mail with Attached Research](#)**

Overview, 27

Teaching Points, 28

Assignment, 31

Assessment, 32

### **IV. Use Business Equipment**

#### **[Telephone](#)**

Overview, 33

Teaching Points, 34

Assignment, 38

Time Zone Worksheet, 39

Telephone Directory Search, 40

Assessment, 41

#### **[Calculator/Computer Keypad](#)**

Overview, 43

Teaching Points, 44

Assignment, 46

Assessment, 47

## **V. Apply Technology to Business Applications**

### **Word Processing**

Overview, 48  
Teaching Points, 49  
Assignment, 51  
Preparation Documents Assessment, 53  
Mail Merge Assessment, 54

### **Database**

Overview, 56  
Teaching Points, 57  
Assignment, 60  
Inventory Database Assessment, 62

### **Spreadsheets**

Overview, 63  
Teaching Points, 64  
Assignment, 66  
Assessment, 68

### **Multimedia Presentation**

Overview, 70  
Teaching Points, 71  
Assignment, 74  
Multimedia Presentation Assessment, 75  
Multimedia Presentation Team Member Evaluation, 77  
Student Evaluation - - Multimedia Presentation, 78

### **Voice Recognition**

Overview, 79  
Teaching Points, 80  
Assignment, 85  
Voice Recognition Checklist Assessment, 87

## **VI. Apply Business Administrative Skills**

### **Filing**

Overview, 91  
Teaching Points, 92  
Assignment, 95  
Electronic Filing Assessment, 97

## **VII. Explore Careers in Business**

Overview, 98  
Teaching Points, 99  
Assignment, 103  
Assessment, 107

## **VIII. Prepare for Employment**

### **Resume and Application**

Overview, 109

Teaching Points, 110

Assignment, 114

Resume Assessment, 115

Application Assessment, 116

### **Portfolio**

Overview, 117

Teaching Points, 118

Assignment, 121

Application Letter Assessment, 122

Follow-up Letter Assessment, 123

Acceptance Letter Assessment, 124

Decline Letter Assessment, 125

### **Interview**

Overview, 126

Teaching Points, 127

Assignment, 131

Interview Assessment, 132

Class Video Discussion Assessment, 133

# Acknowledgments

The *Business Technology Sample Model Curriculum* has been developed with assistance from the following groups:

## **Advisory Board Members and Reviewers**

Patricia Boyd, Ozarks Technical Community College  
Donna DeFrain, Warrensburg Area Vocational Technical School  
Jane Hall, Fulton High School  
Teresa Harmon, Crystal City High School  
Lori Kempker, Blair Oaks High School  
Tammi Krones, Lee's Summit High School  
Georgann Methany, Raymore-Peculiar High School  
Elaine Morris, Lee's Summit High School  
Rita Peterson, Carthage Technical Center  
Jacci Pim, Carl Junction High School  
Sheila Reed-Reichle, Pattonville High School

## **Developmental Staff**

Zinna Bland, Ph.D., Writer, Associate Professor, Central Missouri State University  
Barbara Luna, Writer, Instructor, Gainesville High School  
Carey Smith, Director, Business Education and Marketing, Department of Elementary and Secondary Education  
Linda Sullivan, Supervisor, Business Education, Department of Elementary and Secondary Education  
Arlene Broeker, Supervisor, Business Education, Department of Elementary and Secondary Education  
Leslie Kerns, Supervisor, Business Education, Department of Elementary and Secondary Education

Available online at:

[dese.mo.gov/divvoted/biz\\_ed\\_index.htm](http://dese.mo.gov/divvoted/biz_ed_index.htm)

Development of this project was supported by funds from the Missouri Department of Elementary and Secondary Education. Information or opinions expressed herein do not necessarily reflect the position or policies or the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education and no official endorsement should be inferred.

# **BUSINESS TECHNOLOGY SAMPLE MODEL CURRICULUM**

## **Introduction**

This *Business Technology Sample Model Curriculum* provides 15 units that demonstrate internal alignment between the measurable learner objectives, the instructional activities and the assessments.

### **Purpose**

This publication is not intended to be a complete curriculum for a business technology course; rather, it is a sample. You may use any or all the units as they are or modify them to fit your preferred format and the rest of your course curriculum.

The sample model curriculum is developed to emphasize a direct relationship between objectives and assessment. This process will help insure that the assessment actually evaluates whether or not students have mastered the stated objectives at an acceptable standard of performance. The student assignments provide practice and completion of tasks to facilitate mastery of the objectives. In addition, each unit is externally aligned with the *Missouri Show-Me Standards* revealing how the course objectives reinforce academic knowledge and performance and with the most recent *National Standards for Business Education*, published in 2001.

### **Description**

The eight major parts in this sample model curriculum correlate with eight of the ten parts of the *Business Technology* competency profile developed in 2000. Printed cardstock Competency Profiles may be ordered through IML (Instructional Materials Laboratory) at <https://iml.missouri.edu/imn/> or 1-800-669-2465. An electronic version of the Competency Profile, however, may be assessed for use or modification at [http://www.dese.state.mo.us/divvoted/competency\\_profiles\\_business.htm](http://www.dese.state.mo.us/divvoted/competency_profiles_business.htm). The most recent *National Standards for Business Education* can be purchased from the National Business Education Association, 1914 Association Drive, Reston, VA 20191-1596 or 1-703-860-8300. A copy of the *National Standards for Business Education* can be borrowed from CATER (Career and Technical Education Resources) at <http://www.cater.missouri.edu/>.

Each unit is named for one of the competencies within the specific profile part, but additional competencies as appropriate have been selected from throughout the profile as measurable learner objectives (competencies) to be mastered and assessed.

Each unit includes an *overview*, *teaching points*, the student *assignment*, and one or more *assessments*.

**Overview:** The overview is a one-page curriculum summary that gives a general goal that defines the purpose of the unit. This goal is followed by a grid that lists measurable learner objectives, identifies the *Missouri Show-Me Standards* related to each objective, describes the activities, and identifies the assessment document(s) to be used in evaluating mastery of the objectives. The numbers in parentheses following the objectives identify the competencies as they appear on the *Business Technology* competency profile.

**Teaching Points:** These pages in each unit contain the following information to help the instructor prepare to teach the unit:

- An Overview gives the rationale for and importance of the unit and a more detailed summary of the tasks the student will complete.
- The Content Review outlines topics to be taught or reviewed.
- Activity Preparation includes suggested instructional strategies and activities for the instructor to follow in teaching the concepts, use of software, soft skills, etc. It also alerts the instructor to special considerations that should be given to certain parts of the assignment. Some units also include worksheets and/or instructional information related to the concepts or tasks being presented.
- The Resources section provides the teacher with a list of supplies and materials needed for the unit; Web sites related to the instruction; books, articles and other resources--including any materials from CATER (Career and Technical Education Resources) or IML (Instructional Materials Laboratory).

**Assignment:** Students are provided with step-by-step directions and/or requirements for completing the activities.

**Assessment:** A variety of assessment instruments--scoring guides, checklists, peer and team evaluations, and others--are provided. In some cases, suggested weighting is used to show greater or lesser importance to criteria being assessed.

## **Flexibility**

This sample model curriculum provides you with flexibility and creativity in modifying the existing content--the number and selection of objectives, additional content and detail in the activity preparation and review, instructions and requirements in the student assignments, and customization of the assessment documents to match selected objectives. Some of the assignments are more complex than others, but you have the option of restructuring the units and covering smaller portions of each as needed based upon the time frame and focus you wish your course to take.

To assist the business education section of the Department of Elementary and Secondary Education in the improvement and development of this and future curriculum projects, please e-mail any feedback and suggestions to Linda Sullivan, Business Education Supervisor, at [linda.sullivan@dese.mo.gov](mailto:linda.sullivan@dese.mo.gov).

# Business Technology Competencies

**Course Rationale:** This area of instruction provides content for employment in one of the largest major occupational groups, administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

The *National Standards for Business Education* numbering system is developed to correlate with the competencies listed in each duty band, column 2. The *National Standards* are converted from bulleted items to a numbering system as follows: CD.I.A.3.1, means Career Development, Roman numeral I, Section A, Level 3, the first bulleted item.

*The following suggested competencies, developed by an advisory committee, are intended to serve as a basis for your course curriculum. The list is neither inclusive nor required in its entirety. You may select competencies from other lists, and develop competencies of your own to define the outcomes you expect your students to achieve. The Show-Me Standards identified provide a guide. If activities you choose align better with other Standards, you should align your competencies/objectives to those Standards instead of these shown here.*

Competencies		Show-Me Standards	National Standards for Business Education
<b>A. Explore Careers in Business</b>			
1.	Utilize career assessment tools (e.g., student interest survey, aptitude test).	CA1, 1.10	CD.I.A.3.1, CD.I.A.4.2
2.	Analyze various business careers by looking at salary, benefits, job requirements, educational requirements, employment outlook, etc.	CA3, 4.8	CD.II.A.2.2, CD.II.A.2.3
3.	Research career choice.	CA5, 1.2	CD.II.A.5.1
4.	Prepare a career development plan.	CA3, 4.8	CD.I.B.2.2, CD.I.B.3.2
5.	Participate in work experience activities (e.g., job shadowing).	SS6, 1.10	CD.V.A.2.2, CD.V.A.3.1
<b>B. Prepare for Employment</b>			
1.	Research a potential employer.	CA1, 4.8	CD.V.C.4.1, CD.V.C.4.1
2.	Prepare a resume.	CA1, 2.6	CD.V.B.3.1, CD.V.C.4.2
3.	Compose a letter of	CA1, 2.6	CD.V.B.3.1, CD.V.C.4.2



	application.		
4.	Complete a job application.	CA1, 2.6	C.IV.3.11, CD.V.C.4.4
5.	Prepare a work-sample portfolio.	CA4, 2.6	CD.V.B.2.4, CD.V.B.2.1
6.	Differentiate between legal and illegal pre-employment questions.	SS1, 4.2	C.IV.4.6, BL.III.B.3.4
7.	Participate in an interview for a job.	CA6, 4.8	CD.V.C.3.6, CD.V.C.4.6, C.IV.3.7
8.	Compose a follow-up (i.e., thank-you) letter.	CA4, 2.6	CD.V.C.3.7, C.IV.3.3
9.	Compose letters accepting and declining a job offer.	CA4, 2.6	C.IV.3.14, C.IV.4.10
10.	Participate in internship or Supervised Business Experience activities.	SS6, 1.10	CD.V.A.3.1, CD.V.A.4.2
<b>C. Develop Career Management Strategies</b>			
1.	Compare and contrast ethical, unethical, legal, and illegal business practices.	SS1, 2.6	EN.VIII.C.3.1, EN.VIII.C.1.1
2.	Explain the importance of working within organizational structures (i.e. chain of command).	CA7, 4.3	CD.III.B.3.2, C.II.B.4.1
3.	Describe rights and responsibilities of employees and employers (including information related to OSHA, FMLA, sexual harassment, FLSA, discrimination, ADA)	SS1, 4.3	C.V.B.3.6, BL.III.B.3.6, BL.III.B.3.7
4.	Describe the importance of life-long learning through continuing education and membership in professional organizations.	SC8, 1.10	CD.VI.A.4.5, CD.VI.B.4.1
5.	Exhibit leadership skills through a student organization (e.g., FBLA, PBL).	SS6, 4.3	C.II.A.4.5, C.V.C.3.7
6.	Utilize performance-based job evaluation instruments.	CA5, 2.6	CD.VI.A.4.4

7.	Prepare for job separation (e.g., letter of resignation, extended leave).	CA1, 2.6	CD.VI.B.3.3, CD.V.C.4.11
<b>D. Communicate Effectively</b>			
1.	Use correct grammar, spelling, and punctuation.	CA1, 2.2	C.I.C.1.2, CD.III.D.3.6
2.	Apply proofreading and editing skills.	CA1, 2.2	C.I.C.1.4, C.I.C.3.6
3.	Select appropriate communication methods (e.g., e-mail, fax, U.S. mail) for tasks.	CA4, 3.7	C.III.3.4
4.	Communicate appropriately with internal and external customers.	CA1, 2.3	C.V.A.3.1, C.V.A.2.3
5.	Compose business correspondence (e.g., e-mail, letter, report, memo).	CA1, 2.7	C.I.C.3.14
6.	Access information from professional, technical, and electronic resources.	CA3, 1.4	C.I.C.3.9, C.III.2.8
7.	Deliver oral presentations using appropriate tools.	CA1, 2.1	C.I.A.2.7, C.I.A.3.7, C.I.D.3.2
8.	Demonstrate and interpret nonverbal communication.	CA5, 2.3	CD.III.D.3.2, C.I.D.3.3
9.	Demonstrate effective listening skills.	CA5, 2.6	CD.III.B.2.4, C.I.D.2.5, CD.III.D.3.2
10.	Identify factors (e.g., time, culture, exchange rates, human relations skills) affecting global communications.	CA5, 1.10	IB.III.A.3.1, IB.III.B.1-2.1
11.	Give and take accurate messages (in person or by telephone).	CA1, 2.7	C.I.D.1.4, C.I.D.2.3
<b>E. Use Business Equipment</b>			
1.	Compare business equipment.	SC8, 3.6	IT.III.3-4.2
2.	Answer and place telephone calls.	CA1, 2.6	C.III.1.1, C.I.A.1.7
3.	Deliver and receive voice mail	CA1, 2.7	C.III.3.2, C.I.D.1.4

	messages.		
4.	Prepare and send facsimile (FAX) communication.	CA1, 2.7	C.III.3.2
5.	Operate a calculator/computer keypad to perform business mathematical functions.	MA1, 1.7	IT.VI.1.2, IT.VI.2-4.1, CO.II.2.1
6.	Produce business documents from dictated materials.	CA1, 2.2	C.I.C.2.8, C.I.C.3.14
7.	Capture an image with a digital camera or scanner.	CA5, 2.5	C.III.3.7, IT.V.4.7
8.	Record and edit sound.	CA5, 1.5	IT.V.1.2, IT.VI.1.4
9.	Record and edit digital video.	CA5, 1.5	IT.V.1.2, IT.VI.1.4
10.	Identify routine equipment maintenance needs.	SC8, 3.1	IT.II.3-4.3, IT.II.3-4.5
<b>F. Demonstrate Proper Workplace Behaviors</b>			
1.	Maintain good attendance record.	SS6, 4.3	CD.III.B.2.1, CD.III.A.2.1
2.	Interact effectively with others.	SS6, 2.3	CD.III.D.3.1, CD.III.C.4.2
3.	Respect beliefs, opinions, and rights of others.	SS6, 2.3	C.II.B.1.2, C.II.A.2.
4.	Work effectively in teams.	SS6, 4.6	C.II.A.3.12, CD.III.B.4.3
5.	Demonstrate positive behavior when given direction, criticism, and comment.	SS6, 1.10	CD.III.D.3.4, C.II.A.3.9
6.	Manage stress effectively.	HP2, 4.7	M.IV.B.3.1, M.IV.B.3.2
7.	Use appropriate language.	CA1, 2.3	C.I.A.1.4, C.I.C.3.3
8.	Demonstrate proper professional appearance.	SS6, 2.6	C.II.A.3.8, C.II.A.4.4
9.	Exhibit positive attitude.	HP2, 1.10	CD.III.A.1.5, C.II.A.2.8
10.	Exhibit initiative.	SS6, 4.3	CD.III.A.1.1, CD.III.A.4.2
11.	Exhibit punctuality.	SS6, 4.3	CD.III.A.2.1
12.	Exhibit responsibility.	SS6, 4.3	CD.III.A.1.2
13.	Exhibit dependability.	SS6, 4.3	CD.III.B.1.5, CD.III.A.1.1
14.	Exhibit honesty.	SS6, 4.4	CD.III.B.1.5, CD.III.A.3.2
15.	Demonstrate proper business etiquette.	CA7, 1.10	CD.V.C.2.1, CD.III.D.3.5
<b>G. Apply Business Administrative Skills</b>			

1.	Manage electronic and/or paper financial records.	CA1, 1.8	IT.III.1.2, IT.VII.1.1
2.	Manage filing systems.	CA1, 1.8	IT.VII.1.4, IT.III.1.2
3.	Coordinate business travel arrangements.	CA3, 3.8	IB.I.D.2.3
4.	Plan meetings and events.	CA3, 1.10	C.V.C.3.3
5.	Research workplace trends (e.g., TQM, teams, voice recognition, ergonomics).	SC8, 4.8	CD.VI.A.4.3, M.III.B.4.1
6.	Demonstrate time management skills.	MA1, 4.5	M.IV.A.2.1, M.IV.A.3.1
7.	Maintain electronic calendaring.	1.8	M.VIII.A.3.1, M..XI.B.3.1
8.	Apply critical-thinking and problem-solving skills to make business decisions.	CA5, 3.6	M.VIII.B.4.1, M.VIII.B.3.2
9.	Compare and contrast similar software programs.	CA6, 3.8	IT.V.2.2, IT.V.4.4
10.	Process incoming and outgoing mail.	CA3 & 4, 1.10	C.I.C.3.12, C.III.3.4
11.	Manage supplies economically and efficiently.	SC8, 3.8	M.XI.D.3.2
<b>H. Apply Technology to Business Applications</b>			
1.	Determine appropriate software application for task.	CA3, 3.8	IT.V.4.4, IT.V.3.5
2.	Apply advanced word processing skills to design work-place documents (a) mail merge (b) tables (c) macros (d) envelopes and labels (e) other (specify).	CA4, 1.8	IT.V.3.3, IT.V.4.3, C.III.1.4
3.	Design and manage database for workplace applications (a) query (b) filter (c) sort (d) merge (e) generate and format reports (f) other (specify).	MA1, 4.5	IT.VIII.4.4, IT.VIII.3.3, IT.VIII.3.5
4.	Design spreadsheet for workplace applications (a) templates (b) macros (c) formulas and functions (d) graphs and charts (e) links (f)	MA1, 4.5	C.III.1.4, C.III.2.5, CO.V.2.1

	other (specify).		
5.	Produce multimedia presentation for the workplace (a) sound bytes (b) animation (c) transition (d) image download or import (e) video (f) other (specify).	CA5, 2.1	C.III.1.4, IT.V.4.7
6.	Produce workplace document using desktop publishing software.	CA4, 1.8	C.III.3.7, IT.V.1.2
7.	Manipulate image files.	1.8	IT.V.1.2, IT.V.4.7
8.	Create a Web page for business applications.	CA5, 2.1	IT.XII.2.2
9.	Maintain electronic files (e.g., server, workstation, shared files).	CA3, 1.4	IT.III.1.2, IT.VII.1.1, IT.VII.1.4
10.	Capture text using OCR software.	1.4	IT.VI.1.1
11.	Produce documents using voice recognition technology.	CA1, 2.7	IT.VI.2-4.2, C.III.3.5
12.	Maintain and troubleshoot computer workstation (a) install software (b) download plug-ins (c) defrag hard drive (d) run ScanDisk (e) delete temporary and other unnecessary files (f) change ink cartridges and toner (g) scan for viruses (h) troubleshoot common problems (i) other (specify).	SC7, 4.5	IT.III.3-4.4, IT.III.3-4.7, IT.V.4.1
13.	Complete workplace application that integrates word processing, spreadsheet, database, and multimedia software.	CA5, 2.5	IT.V.4.7, IT.V.3.2
<b>I. Use Internet as a Business Tool</b>			
1.	Distinguish between Internet and Intranet.	CA6, 2.7	IT.XI.3-4.7

2.	Use e-mail to send and receive messages and attachments.	CA1, 2.7	C.III.1.3, C.III.3.2
3.	Demonstrate appropriate Internet use for business (includes copyright, netiquette, privacy issues, ethics).	CA6, 2.7	IT.XVI.1.5, IT.XVI.2.2
4.	Evaluate reliability of Internet as a resource.	CA3, 1.7	IT.VII.2.1, IT.VII.1.2
5.	Analyze basic components of an electronic business Web site.	CA5, 1.5	EN.II.B.3.4, M.VIII.C.3.2
6.	Identify advantages and disadvantages of electronic business procedures (e-commerce).	SS4, 2.3	EN.II.B.3.1, M.VIII.C.3.1
7.	Explore the career implications for e-commerce for entrepreneurs and employees.	SS6, 4.8	EN.VII.C.2.1
<b>J. Demonstrate Entrepreneurial Awareness</b>			
1.	Describe characteristics (e.g., ownership of property, profit motive, risk taking, competition, supply and demand) of a free enterprise economic system.	SS4, 1.10	E.III.1.4, E.II.1.1
2.	Describe forms for business ownership (e.g., sole proprietorship, partnership, corporation, cooperative).	SS4, 1.10	EN.VIII.A.1.1, EN.VIII.A.2.1, EN.VIII.A.2.3
3.	Describe advantages and disadvantages of small business ownership.	SS4, 1.10	EN.VIII.A.3.3
4.	Identify steps necessary to start a business (i.e., need evaluation, site selection, marketing plan, financial plan, management plan).	SS4, 1.2	EN.IX.2.3, EN.I.C.3.3

Competencies revised in 2000.

*\*National Standards for Business Education (Key)*

*A—Accounting*

*BL—Business Law*

*CD—Career Development*

*C—Communication*

*CO—Computation*

*E—Economics*

*PF—Personal Finance*

*EN—Entrepreneurship*

*IT—Information Technology*

*IB—International Business*

*M—Management*

*MKT—Marketing*

## Sample Business Technology Curriculum

### *Board Approved Date*

**Rationale:** This area of instruction provides content for employment in one of the largest major occupational groups, administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the software application skills and communication competencies needed by administrative support professionals and those students continuing their education.

**Course Description:** This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications, and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient: dealing with other people, using the telephone, organizing work, and handling other crucial tasks.

### **Business Education Graduate Goals**

- Function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operation.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Select and apply tools of technology as they relate to personal and business decision making.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Develop career awareness and related skills to make viable career choices and become employable in a variety of business careers.

# DEMONSTRATE PROPER WORKPLACE BEHAVIORS

## Overview

**GOAL:** Students will demonstrate proper workplace behaviors when completing activities and assignments throughout the term.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Maintain good attendance record. F1	SS6, 4.3	Demonstrate appropriate behaviors and actions that will be exemplary or will model what is expected in the business world when completing assignments, working with others and participating in the classroom and school activities.	Use the <i>Workplace Behaviors</i> assessment to evaluate each student's conduct during 3-, 6-, or 8-week periods, other predetermined time and/or completion of each assignment. An assessment could be used with each assignment and a cumulative one prepared for a predetermined time period. Another option is to have students complete a self-assessment to submit with assignments or at the end of predetermined periods of time.
Interact effectively with others. F2	SS6, 2.3		
Respect beliefs, opinions and rights of others. F3	SS6, 2.3		
Work effectively in teams. F4	SS6, 4.6		
Demonstrate positive behavior when given direction, criticism and comment. F5	SS6, 1.10		
Manage stress effectively. F6	HP2, 4.7		
Use appropriate language. F7	CA1, 2.3		
Demonstrate proper professional appearance. F8	SS6, 2.6		
Exhibit positive attitude. F9	HP2, 1.10		
Exhibit initiative. F10	SS6, 4.3		
Exhibit punctuality. F11	SS6, 4.3		
Exhibit responsibility. F12	SS6, 4.3		
Exhibit dependability. F13	SS6, 4.3		
Exhibit honesty. F14	SS6, 4.3		



# DEMONSTRATE PROPER WORKPLACE BEHAVIORS

## Teaching Points

### Overview

Workplace behaviors, interpersonal relationships and attitudes are critical for success in globally dependent businesses. The work ethics of having initiative and of being dependable, responsible, honest, present, punctual and positive all play important roles in employability for the future job market. Students should exhibit these characteristics on a daily basis, in activities, on assignments and in general conduct. This activity can be used for each assignment and/or as a periodic review sheet to check off the characteristics that apply and degree to which a student exhibits each characteristic.

### Content Review

Discuss the following with students:

1. Skills and characteristics employers want in employees
2. Individual characteristics that impact job success and promotion
  - a. Work ethics and stress management
  - b. Initiative
  - c. Dependability and responsibility
  - d. Attendance and punctuality
  - e. Honesty
  - f. Attitudes
  - g. Respect for self and others
3. Ways the skills and individual characteristics translate to workplace behaviors

### Activity Preparation

Provide readings for students on what employers want in employees or have students research the topic using print media, the Internet, or personal interviews.

Determine speakers from human resources departments, business owners, employment agencies and other agencies to discuss what employers want.

Brainstorm with students the importance of individual characteristics and skills that impact workplace productivity. Review with students how characteristics are interrelated and can be grouped by categories i.e., from the assessment instrument punctuality, dependability, responsibility, and attendance could be interrelated with a category heading of attendance. Use the items from the brainstorming session and guide students to create groupings, then generate appropriate headings.

Prepare a listing of workplace behaviors and/or individual characteristics to be reviewed with students, and discuss how they will be used in evaluation of students. The assessment instrument can be used as part of the discussion.

Decide on the action plans and improvement strategies to discuss with students regarding their scores on the *Workplace Behaviors* assessment instrument. Decide how and when the instrument will be used. Suggestions for inclusion are:

1. How will the assessment be used?
  - a. Self-assessment
  - b. Peer assessment
  - c. Teacher assessment
2. When and how often will the assessment be completed?
  - a. Individual assignments
  - b. Team/group assignments
  - c. Terms in semester/school year

\*If speakers are used, the overview, assignment and assessment may be updated to include an evaluation of participation in class discussion.

## Resources

### **Supplies and Materials Needed**

Paper

Workplace Behaviors Assessment

Articles on what employers want in employees

Overhead projector and transparencies on workplace behaviors or appropriate technology for reviewing

### **Web Sites**

"**Work Ethics** Program Activities.... When a password is requested to gain access to the **work ethics** documents, just keep hitting CANCEL until you are directed to the activity".

<http://fsweb.bainbridge.edu/techprep/WEactivitylist.htm>

Site has a sample scoring guide/evaluation form on work ethics

<http://www.apptec.org/academics/workethics/>

Key in *work ethics* and similar words pertaining to the areas on the workplace behaviors assessment instrument or key a word that relates to several areas in the search box of the Search Engine used.

### **Books, Articles and Other Resources**

NBEA. (March, 2003). The Changing Shape of Corporations. *Keying In.* 13(4). Reston, VA: National Business Education Association.

NBEA. (March, 1997). Leadership - - A Skill for Everyone! *Keying In.* 7(4). Reston, VA: National Business Education Association.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER) and the Instructional Materials Laboratory

CATER: <http://www.cater.missouri.edu/>

*Business Ethics in the 21st Century*

Video -- How ethics plays an important role in good business management. Explains how ethics affect standards and helps reinforce organizational integrity. [10551 — BE VIDEO 10] BLOOMINGTON, IL, MERIDIAN EDUCATION CORPORATION, 2000.

*Ethics on the Job*

Game -- Players have fun while they learn standards for ethical behavior on the job - in their relationships with the company, supervisors, co-workers, customers, suppliers, and subordinates. Players learn proper conduct with respect to: stealing time; dating; breaking rules; accepting gifts; being under the influence of drugs or alcohol; taking items home; sexual harassment; confidential information and outside employment. 2-5 players (more with team play) [6926 — BE GAME 7] WESTPORT, CT, FRANKLIN LEARNING SYSTEMS, INC, 1998.

Instructional Materials Laboratory: <http://iml.coe.missouri.edu/>

*Workplace Behaviors: Instructional Module for Interpersonal Skills* (\$16)

Designed to provide realistic activities required for a competent workforce. Approximately 25 activities have been developed in the areas of work ethics, professionalism, teamwork, diversity, communications, and social skills. Activities may be adapted for students in middle school through postsecondary levels and provide for observation and modeling of behaviors with workplace experts. Work-based activities address competencies in the SCANS report. IML 1998

# DEMONSTRATE PROPER WORKPLACE BEHAVIORS

## Assignment

Employers have expectations of how employees will conduct themselves and interact with others in the workplace to create a productive and effective organization that will operate smoothly. As assignments and activities are completed (inside and outside the classroom), a behavior is expected that will model what businesses/employers will expect.

Read and be able to discuss the handouts provided on what employers expect of employees. After classroom discussions on the topic, a brainstorming session will be conducted on how each item on the *Workplace Behaviors* assessment instrument can be evaluated.

After discussions on workplace behaviors,

1. Prepare a two-column table by grouping items from the assessment instrument that you think are closely related. In one column provide a category heading for groupings; in the second column list the items that are related. The main heading for table is Workplace Behaviors.

### Table Example

MAIN HEADING	
Category Heading	Items Heading

2. Beneath the table discuss why you think an employer would consider these items important in workplace productivity. For bonus points, discuss how you think an employer would evaluate an employee on the various categories and/or items.
3. The instructor will discuss how the *Workplace Behaviors* assessment instrument will be used for class and assignments.
  - a. How will the assessment be used?
    - Self-assessment
    - Peer assessment
    - Teacher assessment
  - b. When and how often will the assessment be completed?
    - Individual assignments
    - Team/group assignments
    - Terms in semester/school year

Name \_\_\_\_\_

Date \_\_\_\_\_

Assignment or Grading Period \_\_\_\_\_

# DEMONSTRATE PROPER WORKPLACE BEHAVIORS

## Assessment

Criteria	Yes	No	N/A
Maintain good attendance record.			
Interact effectively with others.			
Respect beliefs, opinions and rights of others.			
Work effectively in teams.			
Demonstrate positive behavior when given direction, criticism and comment.			
Manage stress effectively.			
Use appropriate language.			
Demonstrate proper professional appearance.			
Exhibit positive attitude.			
Exhibit initiative.			
Exhibit punctuality.			
Exhibit responsibility.			
Exhibit dependability.			
Exhibit honesty.			

\*Student and teacher will develop an action plan for any items receiving a No marking/check.

### Teacher Comments:

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Student Plan:

Signature \_\_\_\_\_ Date \_\_\_\_\_

# COMMUNICATE EFFECTIVELY

## Business Correspondence Overview

**GOAL:** Students will produce quality mailable business letters using mail merge with addresses and salutations in addition to at least one other variable.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Compose business correspondence. D5	CA1, 2.7	Compose a one-page letter to be mailed to ten local business persons promoting the benefits of FBLA and encouraging support of a community service project. Obtain peer review from at least one fellow student. Using appropriate suggestions from the review, edit your letter. Then mail merge the letter using personal information for the inside addresses, salutations and at least one other variable (to be merged into letter) and prepare envelopes for all ten letters using mail merge.	Use the assessment <i>Business Correspondence</i> to evaluate the letter based on correctness, clearness, completeness, courtesy, conciseness and accuracy of grammar, punctuation, capitalization, spelling and format. Assess variables merged in letters and on envelopes.
Use correct grammar, punctuation and spelling. D1	CA1, 2.2		
Apply proofreading and editing skills. D2	CA1, 2.2		
Interact effectively with others. F2	SS6, 2.3		
Apply advanced word processing skills to design work-place documents (mail merge, envelopes). H2	CA4, 1.8		

# **COMMUNICATE EFFECTIVELY**

## **Business Correspondence**

### **Teaching Points**

#### **Overview**

Composing and producing quality correspondence in a business office is a very important function. The business's image and reputation can be either positively or negatively affected by communications that occur with stockholders, customers/clients, suppliers and community leaders. This activity considers quality of writing, exactness of editing and proofreading, appearance of each letter and each envelope, interaction with others and use of software to produce letters and envelopes for mailing.

#### **Content Review**

The following are to be reviewed with the students:

1. Characteristics of an effective, quality letter and meanings and examples of each:
  - Correctness
  - Clearness
  - Completeness
  - Courtesy
  - Conciseness
2. Accuracy of grammar, spelling, punctuation and capitalization
3. Steps in effective editing and proofreading
4. Proofreader marks
5. Formatting guidelines for a business letter
6. Mail merging a letter with a listing of names, addresses, salutations and other variables and addressing envelopes
7. Working in teams and giving and receiving constructive criticism

#### **Activity Preparation**

Using telephone directories, have students locate addresses of ten local businesses, including names of owners/managers if possible. (If names are not readily available, students may use fictitious names.)

Brainstorm with the students the benefits that they get from being a member of FBLA. Have each student select five benefits from the list that are either the most important to them as an individual or the five that might most appeal to the type of business to which the student plans to write letters.

Discuss with the students community service projects and their importance and ways to promote them to business people for support. Students may be given the option of creating their own community service projects.

Discuss the process for the assignment: Once the letters are composed and edited, the next step will involve having a fellow student read and evaluate the letter. The two students will then have a face-to-face meeting about changes that should be considered and why. Explain the previous discussions on formatting, grammar mechanics, the 5 Cs and ways of tactfully providing feedback in these areas.

Students can be required to print fewer letters.

## **Resources**

### **Supplies and Materials Needed**

Paper  
Envelopes  
Ink pen/pencil other than black/gray  
Telephone directory, Thesaurus, Reference Manual  
Overhead projector or appropriate equipment for reviewing  
Transparencies of letter styles and Business English exercises  
Listing of proofreader marks

### **Web Sites**

The following Web sites should provide additional information regarding tips for effective letter writing:

*Ten Secrets of Writing Business Letters* <http://www.asu.edu/duas/wcenter/business.html>

*Personal Business Letter Guide* <http://www.lcusd.k12.ca.us/lchs/pcyhaniuk/PBLGuide.html>

*WISE Words Business Letter Writing: Tips to Help You in Your Business Letter Writing*  
<http://www.wisewomen.org.nz/words/fiona/buslett.htm>

*The Lost Art of Business Letter Writing* <http://www.canadaone.com/ezine/june99/letters.html>

### **Books, Articles and Other Resources**

Obtain books, videos and other materials from Career and Technical Education Resources (CATER) and the Instructional Materials Laboratory.

CATER: <http://www.cater.missouri.edu/>

*Contemporary's The Write Stuff - Putting It in Paragraphs; The Write Stuff series*  
Jones, Lois B., et al.

Book -- The Write Stuff Series gives students the tools for putting their thoughts on paper. This program builds skills ranging from constructing well-written sentences and paragraphs



to composing essays, business letters, memos and other practical pieces. [9454 — AE WG26] CONTEMPORARY BOOKS, 1992.

*Writing Letters - Personal and Business*

Parsky, Larry, Ph.D.

Book; workbook -- Learn how to write friendly letters, thank-you letters, invitations and replies, business letters and so much more. [9493 — AE WG20] EDI, 1995.

# **COMMUNICATE EFFECTIVELY**

## **Business Correspondence**

### **Assignment**

#### **Activity Preparation and Assignment**

Locate addresses of ten (10) local businesses, including names of owners/managers if possible. (If names are not readily available, create fictitious names.)

Use the five ideas from the brainstormed list of benefits that are the most important to you or the five that might most appeal to the type of business to which you plan to write your letter.

Some questions, but not all, that can be used as guides to help develop and write your letter:

1. What is the community service project to be promoted?
2. How should the five ideas be incorporated to support the community service project?
3. What action is the business encouraged to take?
4. What variables are to be used in the mail merge?

Compose a letter at the computer using appropriate business letter formatting guidelines. Use your name in the signature line. Include one variable in addition to the address and salutation that will be used in each letter. Proofread and edit the letter for quality and accuracy. Print two copies of the variable letter/form letter (letter with fields listed) and exchange it with a fellow student (partner) to proofread and edit. When the proofreading and editing are completed, meet with your partner for each person to explain reasons for suggested changes. The partner who edits and proofreads your letter should write his/her name in the top left corner of your letter.

Make appropriate changes to letter and merge with 10 addresses. The instructor may require you to print fewer letters. Proofread letters before final print. Print copies of merged letters and accompanying envelopes. Submit proofread copy signed by partner, your copies of the merged letters and envelopes for evaluation.

# COMMUNICATE EFFECTIVELY

## Business Correspondence Assessment

CATEGORY	4	3	2	1
<b>Content Accuracy &amp; Tone</b>	Contains 5 accurate facts about the topic and has an appropriate friendly business tone	Contains 3-4 accurate facts about the topic and complies most of the time with an appropriate friendly business tone	Contains 1-2 accurate facts about the topic and complies about 70% of the time with an appropriate friendly business tone	Contains no accurate facts about the topic and complies less than 70% of the time in an appropriate friendly business tone
<b>Grammar &amp; Spelling</b>	Has no errors in grammar or spelling	Has 1-2 errors in grammar and/or spelling	Has 3-4 errors in grammar and/or spelling	Has more than 4 errors in grammar and/or spelling
<b>Capitalization &amp; Punctuation</b>	Has no errors in capitalization and/or punctuation	Has 1-2 errors in capitalization and/or punctuation	Has 3-4 errors in capitalization and/or punctuation	Has more than 4 errors in capitalization and/or punctuation.
<b>Length &amp; Paragraphs</b> <input type="checkbox"/> Letter states the community service project <input type="checkbox"/> Indicates the action desired <input type="checkbox"/> Has no errors in paragraphing <input type="checkbox"/> Is long enough to list and express support for the 5 ideas <input type="checkbox"/> Has 3-4 well organized paragraphs	Meets all criteria listed in Length and Paragraphs	Meets 4 criteria listed in Length and Paragraphs	Meets 3 criteria listed in Length and Paragraphs	Meets 1-2 criteria listed in Length and Paragraphs
<b>Format</b>	Follows all the formatting guidelines for the letter style selected	Has at least 2 problems in formatting guidelines for the letter style selected	Has at least 3 problems in formatting guidelines for the letter style selected	Has more than 3 problems in formatting guidelines for the letter style selected
<b>Merged Fields</b> (address, salutation, and one other variable)	All required variables merged correctly with no problems in spacing	All required variables merged with problems in spacing	Some of the required variables merged or problems in spacing	Some of the required fields merged and problems in spacing
<b>Envelope</b>	Complete, accurate return address and recipient address. Address in correct positions	Complete, accurate return address and recipient address. Positions may be slightly off	1-2 errors in either return address or recipient's address and/or position	More than 2 errors on envelope and/or position
<b>Inside Address, Salutation and Closing</b> (including spacing)	No errors in inside address, salutation or closing	1 error in inside address, salutation or closing	2 errors in inside address, salutation, or closing	More than 3 errors in inside address, salutation, or closing
<b>TOTAL</b>				

TOTAL Points \_\_\_\_\_

# USE INTERNET AS A BUSINESS TOOL

## E-Mail with Attached Research

### Overview

**GOAL:** Students will use the Internet as a business tool by sending e-mail messages to multiple recipients; sending, receiving and responding to e-mail messages with attachments; and researching information and presenting findings.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use e-mail to send and receive messages and attachments. I2	CA1, 2.7	Receive e-mail message from teacher with assignment instructions. Create e-mail distribution list of three other classmates and teacher. Search Internet for information about electronic copyright laws, netiquette, privacy issues, or ethics. Prepare a two-page report summarizing findings. Prepare an e-mail message, attach the report file and send them to the distribution list. Message and attachment should use standard English (i.e., grammar, usage, punctuation, spelling, capitalization) and appropriate content. Demonstrate responsible Internet use by appropriately utilizing it in the classroom.	Use <i>Internet and E-mail</i> assessment to evaluate messages for format, content, signature, accuracy and e-mail account management. Assess the two-page report attachment for format, content, documentation and organization. Continue to monitor Internet use for responsible, ethical behavior throughout class/course.
Demonstrate appropriate Internet use for business (includes copyright, netiquette, privacy issues, ethics). I3	CA6, 2.7		
Use correct grammar, spelling and punctuation. D1	CA1, 2.2		
Maintain electronic files. H9	CA3, 1.4		
Apply advanced word processing skills to design workplace documents (e) other - - specify (reports). H2	CA4, 1.8		

# USE INTERNET AS A BUSINESS TOOL

## E-Mail with Attached Research

### Teaching Points

#### Overview

Instant communication is expected in business offices today via reports, phone services, Palm Pilots and the Internet. Using the Internet, students will gather research for a topic and create a report which will be sent through an e-mail account as an attachment. This activity involves e-mail account management including use of address books, folders, distribution lists, sending messages with an attachment, opening messages and attachments and replying to messages. It also considers report formatting guidelines and writing and referencing information to avoid plagiarism.

#### Content Review

The following are to be reviewed with the students:

1. Use of search engines to find information
2. Significance of research topics
3. Analyzing and summarizing information without plagiarism
4. Basics of setting up and managing e-mail accounts
5. Responsible use of e-mail and Internet
6. Referencing in the report
7. Creating a bibliography for a report

#### Activity Preparation

Since students have varying degrees of knowledge and experience using the Internet, you will need to assess your students' needs and give extra practice on research using the Internet. Listed below are Web sites for learning to use the Internet that could assist students who are lacking this knowledge.

Depending on students' experience researching topics on the Internet, you may need to consider using an Internet Scavenger Hunt or lessons in Internet use for practice.

Guide students through set up of e-mail accounts. Send the assignment sheet as an attachment in a message to students, indicating in the message the assignment due date.

After students open the message and attachment, help them create signatures and develop address books, folders and distribution lists. Discuss use of various search engines to find information. If necessary, explain how to copy, paste and rewrite to avoid plagiarism.

Have students choose three classmates as well as the teacher to form a distribution list. Each of the four students is to choose one of the four topics to research (electronic copyright laws,

netiquette, privacy issues and ethics). Students are to search the Internet to find at least three but no more than five sources to obtain information for writing a report. The report should be concise - - two pages plus a bibliography - - but should adequately cover the topic. The report should appropriately reference sources without plagiarizing.

Review guidelines for preparing a bibliography and referencing documenting information within a report.

Review guidelines for unbound report format.

Explain that after creating the two-page report, the students are to send it as an attachment to their distribution list (including the teacher). When students on the distribution list receive the message with attachment, they should read the report, prepare a reply stating something they learned from the report and send the reply with a cc to the teacher. This enables students to learn about all four topics.

## **Resources**

### **Supplies and Materials Needed**

Computer  
E-mail access for student use  
Projection equipment to review Internet search techniques  
Internet access

### **Web Sites**

The following Web sites provide information for using and searching the Internet:

Search engines: [www.google.com](http://www.google.com), [www.hotbot.com](http://www.hotbot.com), [www.aj.com](http://www.aj.com), [www.dogpile.com](http://www.dogpile.com)

<http://library.albany.edu/internet/>

University of Albany Libraries has Internet Tutorials, which include lessons on basic guide to Internet, connecting, understanding World Wide Web, Internet research tips, conducting research, evaluating resources, Boolean searching, choosing search engines and search techniques.

<http://www.internet101.org/internet101.html>

Internet 101 has very basic lessons on using Internet, safe surfing, viruses, browsers, etc.

<http://www.northernwebs.com/bc/>

Beginners Central has eight chapters of lessons on using the Internet including e-mail, newsgroups and FTP. It also has search and advanced search techniques and a glossary of net terms.

### **Books, Articles and Other Resources**

Marold and Larsen. *Internet Navigation and Exploration*. EMC Paradigm, St. Paul, MN, 2002.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

#### *Searching the Internet*

Video -- Unlocks the educational resources on the internet. Teaches the skills needed to navigate your way through the internet directly to the sites you want. Provides searching techniques to locate the specific sites you need. Helps you work your way through the internet. [3516 — BE VIDEO 28]

LANCASTER, PA, WENTWORTH WORLDWIDE MEDIA, INC., 1995.

# USE INTERNET AS A BUSINESS TOOL

## E-mail with Attached Research Assignment

### Activity Preparation and Assignment

Participate in class discussion of Internet search techniques and use of information without plagiarizing sources. Complete the following steps using your e-mail program:

1. Create signature file
2. Create address book with classmates' and teacher's e-mail addresses
3. Set up distribution list using addresses of three classmates and teacher
4. Create two folders—Personal and Business Technology
5. Move messages to folders

You and the classmates on your distribution list should each choose one of the following topics to research: **Electronic copyright laws, netiquette, privacy issues, or ethics.**

Search the Internet for information about your chosen topic, analyze it, summarize your findings in a two-page unbound report and prepare a bibliography page. Report must reflect at least three sources but no more than five. Content of your report must appropriately reference sources without plagiarism. Send the report as an attachment to your distribution list. When you receive the reports from your classmates, read the reports, prepare a reply to each classmate stating something you learned from the student's report and send it to the classmate with a cc to teacher.

Move the messages created for this assignment to the Business Technology folder.

**Search engines to aid in your research:**

[www.google.com](http://www.google.com)

[www.hotbot.com](http://www.hotbot.com)

[www.aj.com](http://www.aj.com)

[www.dogpile.com](http://www.dogpile.com)



# USE INTERNET AS A BUSINESS TOOL

## E-mail with Attached Research

### Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>E-mail Account Management</b> <input type="checkbox"/> Create and edit address book <input type="checkbox"/> Create folders; move messages <input type="checkbox"/> Create distribution list <input type="checkbox"/> Open message with attachment <input type="checkbox"/> Manage account ethically	All criteria correct	Four e-mail account management criteria correct	Three e-mail account management criteria correct	Two e-mail account management criteria correct
<b>Message and Attachment</b> <input type="checkbox"/> Subject line completed and appropriate <input type="checkbox"/> Signature includes name and e-mail address and is correct <input type="checkbox"/> Message explains attachment <input type="checkbox"/> Report file attached	All criteria correct	Three message and attachment criteria correct	Two message and attachment criteria correct	One message and attachment criterion correct
<b>Report Format and Content</b> <input type="checkbox"/> Content obtained from Internet research <input type="checkbox"/> Report format is correct <input type="checkbox"/> Report is concise, but thorough <input type="checkbox"/> Report is well organized <input type="checkbox"/> Bibliography correct	All criteria correct	Four report format and content criteria correct	Three report format and content criteria correct	Two report format and content criteria correct
<b>Proofreading/Editing (Report &amp; Message)</b> <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Follow-up</b> <input type="checkbox"/> Message sent to distribution list <input type="checkbox"/> Reply indicates information learned <input type="checkbox"/> Copy of reply sent to teacher	All criteria correct	Two of the three follow-up criteria correct	One follow-up criteria correct	Three follow-up criteria incorrect/missing
<b>Total Points</b>				

# USE BUSINESS EQUIPMENT

## Telephone Overview

**GOAL:** Students will demonstrate ability to effectively use business equipment including telephone, voice mail and fax.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Answer and place telephone calls. E2	CA1, 2.6	Apply communication techniques to the workplace by answering and placing a telephone call and by delivering a voice mail message. Demonstrate ability to listen effectively by taking an accurate message from a customer placing an order. Demonstrate proper business etiquette during call. If fax machines are available, fax an order to the teacher. Analyze time zone information to determine local time to make telephone calls in order to reach major U.S. and foreign cities within specified hours.	Use the <i>Telephone</i> assessment to evaluate the student's communication techniques, voice quality, etiquette, order-taking skills, fax transmission and the voice mail message. Use objective and constructed response tests to evaluate understanding of telecommunication principles, telephone techniques and use of time zones.
Deliver and receive voice mail messages. E3	CA1, 2.7		
Prepare and send facsimile (FAX) communication. E4	CA1, 2.7		
Demonstrate effective listening skills. D9	CA5, 2.6		
Give and take accurate messages (in person or by telephone). D11	CA1, 2.7		
Demonstrate proper business etiquette. F15	CA7, 1.10		
Communicate appropriately with internal and external customers. D4	CA1, 2.3		
Identify factors (e.g., time, culture, exchange rates, human relations skills) affecting global communications. D10	CA5, 1.10		

# USE BUSINESS EQUIPMENT

## Telephone Teaching Points

### Overview

The first image customers receive of a business is often with a telephone call. Businesses depend upon employees to use the telephone, fax machines and voice mail to conduct business, which make “phone” skills very important. This activity considers ability to listen attentively to details, communicate verbally and nonverbally with the voice and accurately record a message.

### Content Review

The following are to be reviewed with the students:

1. Business telephone techniques
  - Voice - - tone, pitch, speed
  - Projecting a positive image with your voice
  - Answering/ending calls
  - Screening calls
  - Transfers/hold
2. Giving and taking messages - - paper, computer and voice
3. Tips for taking orders
4. Using the directory and operator assistance
5. Time zones and other factors affecting global communications
6. Telecommunication services and equipment
7. Sending and receiving a fax
  - Types of fax machines
  - Security issues and cover pages

### Activity Preparation

Discuss with students the importance of an image customers get of a business without ever meeting people personally. Practice “putting a smile in voice” by sitting back-to-back and talking while smiling and while not smiling to see if partner can tell the difference.

Teacher demonstrates answering the business department extension, placing the call on hold and transferring the call. Students practice answering calls for a company and department. Discuss screening techniques and information that should not be disclosed to callers.

Videos are excellent ways to visualize proper and improper telephone techniques with a discussion after viewing.

Using telephone directories, have students locate numbers in white pages, yellow pages and blue pages. Discuss time zone differences in the U.S. and abroad.

Depending upon available equipment, students will answer a telephone call from teacher who pretends to be a customer ordering items. Students must take an accurate message of the order, communicate effectively, and greet and close the call properly. If fax machines are available, have students prepare a fax order message to the teacher sent to a second fax machine. If equipment is not available, students could fill out fax cover sheet and attach order message. Teacher explains or demonstrates use of the fax machine.

Voice mail messaging could be practiced by leaving a message on teacher's home telephone or by using a cassette recorder. Filler activities include students recording messages while waiting for a call from the teacher. Students can also complete time zone activity and locate numbers in directories while waiting for their turns to demonstrate phone skills.

For enrichment activity, invite a receptionist or telephone company representative to speak.

### **Sample Order Call Information:**

Caller is Janice Stephens of:  
Jefferson & Brown, Attorneys  
3058 East Sunshine  
Springfield, MO 65804  
417-885-4589

(Only give address information if asked.)

You are ordering the following office supplies, and you would like to have them delivered:

3 boxes	#CFS-4098	File Folders, 1/3 cut
2 boxes	#TS-450	#10 Window Envelopes
1 pkg. of 25	#570	CD-RW disks
2 doz. rolls	#CRT-330	Calculator Tapes

Unless student stops you by acknowledging first item, continue with order without pausing.

## **Resources**

### **Supplies and Materials Needed**

Telephone directories  
VCR/TV to view video  
Two telephone extensions  
Two fax machines

Map of time zones  
Computer with Internet connection

### **Web Sites**

<http://www.worldtimezone.com/allcountry.htm>

Tells the current time in different cities and countries. Has links to Sun Clock showing daylight/darkness currently around the world. Individual links go to certain regions of the world with map showing names of countries. Still only gives current time, so students would have to figure out what time to call from home.

<http://www.worldtimezone.com/index.shtml>

Contains colored map of world with actual times marked on countries. Either 12-hour or 24-hour map. This map doesn't have country names, so it is a geography lesson.

### **Books, Articles and Other Resources**

Massen. *Telephone & Voice Mail*. South-Western Educational & Professional Publishing, Columbus, OH, 2002.

Neal. *Telephone Techniques*. Glencoe McGraw-Hill, Columbus, OH, 1998. Includes text-workbook and video.

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 12 "Telephone Systems and Procedures."

Pamphlets from telephone company

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

#### *10 Skills for Better Telephone Communication*

Video, 27 min. -- Offering business tips, plus training on crucial workplace issues like communication, customer service, legal issues, sexual harassment awareness, management, computer skills and more. (Additional resource book — *Keep Them Calling!* — available upon request) [6887 — BE VIDEO 133]

WEST DES MOINES, IA, BUSINESS ADVANTAGE INC, 1997.

#### *Every Call Counts*

Video, 34 min. -- This video program combines real-world workplace scenarios with up-to-date "how to" narratives to illustrate key concepts and skills for proper telephone techniques. A strong base of communication etiquette is developed through a series of telephone Dos and Don'ts. Students will learn how to deliver the perfect greeting, screen calls, handle irate

callers, transfer callers and use voicemail. By viewing a wide variety of role-playing examples and behavior-modeling opportunities, students and professionals will gain a better understanding of the skills needed to communicate effectively over the phone. A Cambridge Educational Production. [11837 — BE VIDEO 5] NJ, CAMBRIDGE EDUCATIONAL, 2003.

# USE BUSINESS EQUIPMENT

## Telephone Assignment

### Activity Preparation and Assignment

Use correct telephone techniques to answer a call from teacher acting as a customer placing an order for office supplies. The name of the business for which you work is *Office Supplies Unlimited*. Call will be evaluated according to scoring guide, *Telephone* assessment.

1. Answer phone.
2. Take order - - answering and ending call properly and providing appropriate customer service.
3. Turn in written order request for evaluation. (Teacher may direct you to fax the order.)
4. Call teacher's voice mail (or record if not available).
5. Leave message including name, telephone number and hours you are available to receive the return call.

## TIME ZONE WORKSHEET

While waiting to answer the telephone call, complete the following activities by writing answers on lines. Use the Web sites:

<http://www.worldtimezone.com/allcountry.htm>

Tells the current time in different cities and countries. Individual links go to certain regions of the world and includes map.

<http://www.worldtimezone.com/index.shtml>

Contains colored map of world with actual times marked on countries. Choose either 12- or 24-hour map.

**Your office is located in Missouri, and you have to phone a business person between the hours of 9 and 10 a.m. in the cities listed below. Provide appropriate times and country codes for the following cities:**

<u>City to Call</u>	<u>Time to Place Call from Missouri</u>	<u>Country Code</u>
<input type="checkbox"/> New York, New York	_____	<u>N/A</u>
<input type="checkbox"/> Los Angeles, California	_____	<u>N/A</u>
<input type="checkbox"/> Chicago, Illinois	_____	<u>N/A</u>
<input type="checkbox"/> Denver, Colorado	_____	<u>N/A</u>
<input type="checkbox"/> Honolulu, Hawaii	_____	<u>N/A</u>
<input type="checkbox"/> Beijing, China	_____	_____
<input type="checkbox"/> Moscow, Russia	_____	_____
<input type="checkbox"/> Sydney, Australia	_____	_____
<input type="checkbox"/> Frankfurt, Germany	_____	_____
<input type="checkbox"/> Cairo, Egypt	_____	_____



## TELEPHONE DIRECTORY SEARCH

Locate telephone numbers for the following types of businesses using telephone directories. List name of business, telephone number and page number from directory or Web site. If telephone directories are not available, use Internet directories such as [www.switchboard.com](http://www.switchboard.com).

Business	Name of Business	Telephone Number	Page Number from Directory or Web Site
Florist			
Tow Truck			
County Prosecuting Attorney			
Missouri Employment Office			
Telephone Company			
Pizza Delivery			
Pick-up & Delivery Service			
Office Supplies			
Computer Repair Service			
CPA			

# USE BUSINESS EQUIPMENT

## Telephone Assessment

Criteria	4 Outstanding	3 Sufficient	2 Partial Success	1 Little Success
	All criteria met	Three criteria met	Two criteria met	One criterion met
<b>Greeting</b>				
<input type="checkbox"/> Answered promptly with appropriate greeting				
<input type="checkbox"/> Identified company				
<input type="checkbox"/> Identified self				
<input type="checkbox"/> Asked customer service question				
<b>Voice Quality</b>				
<input type="checkbox"/> Appropriate tone				
<input type="checkbox"/> Moderate pitch				
<input type="checkbox"/> Suitable volume				
<input type="checkbox"/> Animated voice (not monotone)				
<b>Order Confirmation</b>				
<input type="checkbox"/> Asked appropriate questions				
<input type="checkbox"/> Acknowledged each item				
<input type="checkbox"/> Asked address or shipping instructions				
<input type="checkbox"/> Repeated order to verify				
<b>Courtesy on Line</b>				
<input type="checkbox"/> Polite throughout call				
<input type="checkbox"/> Used caller's name during call				
<input type="checkbox"/> Ended call properly				
<input type="checkbox"/> Thanked for order				

Criteria	4 Outstanding	3 Sufficient	2 Partial Success	1 Little Success
	All criteria met	Four criteria met	Three criteria met	Two or fewer criteria met
<b>Voice Mail Message</b>				
<input type="checkbox"/> Dictated name				
<input type="checkbox"/> Dictated telephone number				
<input type="checkbox"/> Pleasant voice quality				
<input type="checkbox"/> Message clear, concise, complete				
<input type="checkbox"/> Dictated at appropriate speed				
<b>Written Order/Fax Transmission</b>				
<input type="checkbox"/> Fax cover sheet complete				
<input type="checkbox"/> Fax cover sheet correct				
<input type="checkbox"/> Written/keyed order correct				
<input type="checkbox"/> Written/keyed order complete				
<input type="checkbox"/> Fax transmitted properly				
<b>Other Activities</b>				
<input type="checkbox"/> Time Zone Worksheet	14 of 15 correct	13 of 15 correct	12 of 15 correct	1-11 of 15 correct
<input type="checkbox"/> Telephone Directory Search	28 of 30 correct	27 of 30 correct	25-26 of 30 correct	1-24 of 30 correct
<b>Total Points</b>				

# USE BUSINESS EQUIPMENT

## Calculator/Computer Keypad

### Overview

**GOAL:** Students will demonstrate ability to use calculator/computer keypad performing mathematical functions to solve business problems.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Operate a calculator/computer keypad to perform business mathematical functions. E5	MA1, 1.7	Operate a calculator or computer keypad to accurately perform business mathematical functions including interest, markup, payroll, cash discounts, trade discounts, chain discounts and percent of increase/decrease. Build and demonstrate an acceptable skill level of speed and accuracy in addition problems as determined by local needs and standards.	Assess the percent of accuracy of business problems solved to determine ability to perform business mathematical functions. Also, use the <i>Calculator/Computer Keypad</i> assessment to evaluate speed and accuracy on timed addition activities.

# USE BUSINESS EQUIPMENT

## Calculator/Computer Keypad

### Teaching Points

#### Overview

Using the touch method to input and manipulate data on a 10-key calculator or keypad is useful in many areas. Improving mathematical competence by learning to solve common business math problems enhances employability. This activity reviews common mathematical functions in business - - interest, markup, payroll, percent, discounts, commissions - - using the ten-key. Emphasis is on developing speed while maintaining accuracy.

#### Content Review

The following are to be reviewed with the students:

1. Features of calculators/keypads used in class
2. Proper finger position
3. Importance of using touch method and gaining speed
4. Importance of accuracy in business workplace
5. Method of self-checking answers on review lessons
6. Review as needed on various methods of solving mathematical problems

#### Activity Preparation

Conduct an overview of the calculator key layout. Demonstrate and explain purpose of keys -- arithmetic, decimal selector, constant, average, item count, percent, total, memory register, add mode, grand total, clear entry, etc. Demonstrate proper finger to key position.

Use a calculator workbook, practice set or teacher-prepared exercises to give students practice on various mathematical functions with explanations for solving them with a calculator. If printing calculators are not available, modify lessons for use on a computer keypad.

Preview mathematical problems to foresee areas needing review with students.

Emphasize the use of the touch method at all times in order to increase proficiency and enhance employability.

Discuss the process for the assignment. Some books are divided into sections with review lessons and performance tests after each section. Allow students to self-check answers to lessons. After the review lesson, students are ready to take performance tests. Use percentage of accuracy for assessment of business math problems on chapter performance tests provided with the calculator textbook, but the individual lessons could be daily formative assessments.

It is suggested that a mastery level of 75 percent (or a grade of C) is required for students on performance tests in order to be successful in the business workplace. Students who do not achieve this mastery level will review and retest. Final grade will be an average of original and repeated test scores. Performance tests are not timed since emphasis is upon accuracy but should be completed within a 50-minute class period.

At the end of business mathematical lessons, have students practice straight addition problems to increase speed. See the scoring guide suggested for 1' and 3' speed timings on 5-6 digit addition problems.

## **Resources**

### **Supplies and Materials Needed**

Calculators (and/or computer keypads)  
Calculator tapes and ribbons  
Power supply for calculators

### **Books, Articles and Other Resources**

Suggested texts:

Pasewark. *Electronic Office Machines*, 7<sup>th</sup> ed., South-Western Educational Publishing, Cincinnati, OH, 1996.

Yelverton. *Calculator Applications for Business*, 3<sup>rd</sup> ed., South-Western Educational Publishing, Cincinnati, OH, 2001.

# **USE BUSINESS EQUIPMENT**

## **Calculator/Computer Keypad**

### **Assignment**

#### **Activity Preparation and Assignment**

The goal is to review and reinforce business math problem-solving skill using an electronic printing calculator and/or a computer keypad. A secondary goal is to operate the calculator with speed and accuracy.

Complete lessons as specified by the instructor:

1. Complete each lesson, self-check answers in key, attach calculator tape to the answer sheet and turn in for 10 points per lesson.
2. After each five lessons, take a performance test covering problems practiced in those lessons. If a mastery level of 75 percent is not achieved, review and retest. Final grade will be an average of original and repeated test scores. Performance tests are not timed, but they should be completed within a 50-minute class period.

You should gain speed as lessons are completed. The goal is to achieve at least 110 strokes a minute on a one-minute timing and 100 strokes a minute on a three-minute timing.

3. After completion of the calculator lessons and additional speed practice, complete addition problems for two one-minute timings and two three-minute timings. The better scores on the one-minute timings and on the three-minute timings will be used for a grade according to the scoring guide.

# USE BUSINESS EQUIPMENT

## Calculator/Computer Keypad Assessment

<b>1' Timing Strokes Per Minute</b>	<b>1' Timing Percentage</b>	<b>3' Timing Strokes Per Minute</b>	<b>3' Timing Percentage</b>
120	100%	110	100%
114	95	105	95
108	90	99	90
102	85	94	85
96	80	88	80
90	80	83	75
84	70	77	70
78	65	72	65
72	60	66	60

Note: Two strokes will be subtracted from speed for every incorrect digit entry. Example: Student scores 120 strokes per minute but has errors in two digits. Subtracting four digits from the speed of 120 would result in net speed of 116 for a grade of 97.5%.



# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Word Processing

### Overview

**GOAL:** Students will apply advanced word processing skills to design workplace documents.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Apply advanced word processing skills to design workplace documents (a) mail merge, (b) tables, (c) macros, (d) envelopes and labels, (e) other. H.2	CA4, 1.8	Students will organize data, information and ideas into useful forms by applying advanced word processing skills to design workplace documents. Students will create a personal template and record and run macros to create a personalized footer and business letter format. Students will also create a form letter and data source file for use as a follow-up letter for Business Technology graduates. A checklist table of competencies, envelopes and labels will also be created.	Use Word Processing <i>Preparation Documents</i> assessment checklist and Word Processing <i>Mail Merge</i> assessment to evaluate the ability of students to use the following word processing features -- macros, mail merge, table, envelopes and labels and to follow directions.
Use correct grammar, spelling, and punctuation. D.1	CA1, 2.2		

# **APPLY TECHNOLOGY TO BUSINESS APPLICATIONS**

## **Word Processing Teaching Points**

### **Overview**

Word processing is the number one technological activity in the business world. Students may enroll in Business Technology already proficient in the basics of word processing, but they will need to acquire skill in using features that are more advanced. Students must be able to do more than just push the correct keys to complete activities; they must be able to apply their knowledge to workplace situations in order to produce quality business documents. Students need to apply critical thinking skills to analyze the situation and determine if word processing is the best application to use or if spreadsheet, database, or desktop publishing software would be more appropriate.

This activity involves creating a personal template, recording and using macros, creating a table, form letter, and data source to merge letters and labels. The activity will consider ability to use advanced word processing features as well as accuracy of documents produced.

### **Content Review**

The following are to be reviewed with the students:

1. Using and creating templates in a word processing program
2. Changing formatting in templates
3. Macros—purpose, creation, use
4. Mail merge techniques
5. Appropriate use of software applications
6. Placing documents with enclosures in envelopes

### **Activity Preparation**

Review templates that are pre-installed in word processing program. Compare formatting and styles on letters, memos and reports to what students have learned--are they the same, similar, different? Review other specialty templates and discuss their use in business. Explain how to create personal templates stored in student's directory rather than in template directory.

Explain use of macros. Students who know the basics of word processing will probably not have used macros. Brainstorm ideas for using macros to make word processing more efficient. Warn students to plan all steps before recording macros. Also discuss storing macros in the personal template and attaching the personal template to documents for use.

Discuss/review mail merge techniques -- fields, form letters, data sources. Also, review creation of envelopes, labels and tables as needed. Reinforce the accuracy required in all business documents for workplace versus classroom use.

Discuss the development of a follow-up study/process--what it is and why teachers and employers conduct follow-ups. Discuss the types of documents used in the follow-up process: the letter and the survey.

Points to cover:

- What information to include in the body of the letter and why it is included
- What information to include in the survey\*
- How the information in the survey is similar and different from the letter body
- How to construct/layout the follow-up survey, including the place for the recipients to respond

\*Brainstorm a list of items to include in the survey to be enclosed with the letter. (The teacher can also provide a list of possible items or required items for the student to include in the follow-up survey.)

## **Resources**

### **Supplies and Materials Needed**

Paper for printing

Competency list for Business Technology

Computer and appropriate software

Overhead projector or appropriate equipment for review and demonstration

Transparencies and/or copies of templates, macros, etc.

### **Books, Articles and Other Resources**

Beskeen, Duffy, Friedrichsen, and Reding. *Microsoft Office XP*. Thomson Course Technology, Boston, MA, 2003.

Cable, Morison, and Skintik. *Microsoft Office 2000 Advanced Course*. South-Western Educational Publishing, Cincinnati, OH, 2000.

Hinkle. *Word 2000 A Comprehensive Approach*. Glencoe/McGraw-Hill, Columbus, OH, 2000.

Stewart, Hinkle, Tobias, Fisher-Larsen, and Marple. *Office XP: A Comprehensive Approach*. Glencoe/McGraw-Hill, Columbus, OH, 2002.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Word Processing Assignment

### Activity Preparation

Participate in class discussion about templates, mail merge, macros, and uses of software applications. Teacher may assign review documents before beginning this assignment.

### Assignment

1. You are to create a personal template so other students using the normal template don't share your macros. Use the Help menus or other resource materials to assist you in this process. You are now to create two macros that will be stored in your personal template folder. Record a footer macro to use on all word processing assignments by keying your first and last name; Tab; insert/AutoText/Filename and Path; Tab; Insert/Date and Time/choose the Month Day, Year style. To check your macro, create a new document with the words "Macro Test" centered. Left align the following words after the heading: "This is a test to see if the footer macro I created is working." Run the macro you created; preview to be sure it is working and print.
2. Record a new macro that will format business letters correctly and can be used each time you key a business letter. Verify with your teacher the preferred margin and font settings. Otherwise, use top 2 inches, 1 inch on left and right, bottom 1 inch, Times New Roman font style, and font size 12. Test the new macro by writing and keying a letter to your teacher. In the first paragraph state your thoughts regarding macros - - advantages and disadvantages of using them, difficulty recording, etc. In the second paragraph, give two examples of ways a macro would be beneficial. The teacher will observe monitors for use of the macro feature.
3. Compose a follow-up letter for #4 that can be used to send to graduates of the Business Technology class. Use the names of your peers in the class for the data source file for this letter. The letter will have a cordial tone and will reflect your teacher's desire to learn what the graduate has been doing since graduation and how the student is using the skills learned in the course. This process is called a follow-up study. A table will be created in #6 to be used as an enclosure with the letter.
4. Create the merge codes for the letter in #3 to include the address lines, salutation, first name in body (to personalize letter) and course title (since your teacher may want to use this letter for other classes such as Computer Applications, Desktop Publishing/Multimedia, Accounting I, Accounting II, Supervised Business Experience). You will need to obtain the addresses of your fellow classmates for the data source file. Include any other addresses your teacher may want you to use.

5. Merge the form letter and data source. Print three of the letters including the one to you. Print envelopes with delivery point barcodes for these three letters, fold the letters properly, and insert them into the envelopes.
6. Create mailing labels using the data source file. Print all labels on plain paper. Print the data source file and the form letter showing merge codes.
7. Create an attractive table listing the competencies you learned in Business Technology. Your teacher will also provide a list that can be used. The table should list each competency and a place to check the ones the students are using in their job and/or at the college where enrolled. The table will be an enclosure to the follow-up letter in #3. Also to be included in the table is demographic (personal/professional) information. Some information that you would want to know is their present career status - - employment in a related occupation or employment in a non-related occupation, enrollment in college in a related major or enrollment in college in a non-related major, unemployed, in the military or unavailable for employment. You will also want to know what skills were learned in the Business Technology class, those skills that are being used and ways those skills are being used.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Word Processing Preparation Documents Assessment

Criteria	Yes	Needs Assistance	No
Created personal template			
Footer macro contains name, filename/path and date on test document			
Attached personal template to new document/s			
Macro is stored in personal template file			
Test document has correct text			
Test document shows footer			
Footer indicates file name			
Macro runs correctly			
Business Letter Macro is stored in personal template file			
Macro runs correctly			
Letter has appropriate letter margins			
Letter has appropriate font style and size			
Test letter is addressed to the teacher			
Test letter's first paragraph includes statements regarding macros			
Test letter's second paragraph includes two examples for using macros			
Letter has appropriate salutation and closing			
Letter is free from errors			
<b>Total Points</b>		<b>Percentage</b>	

Total the number of *Yes* responses. Receive 10 or more checks in the *Yes* category for an acceptable grade. Fewer than 10 *Yes* marks, indicate additional work to show acceptable understanding of concept. Student should repeat additional exercises before moving to the follow-up letter. Total *Yes* checks divided by the total possible (17) to receive a percentage grade.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Word Processing Mail Merge Assessment

Criteria	4 Outstanding	3 Sufficient	2 Partial Success	1 Little Success
<b>Format/Style</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Margins appropriate</li> <li><input type="checkbox"/> Style correct</li> <li><input type="checkbox"/> All necessary letter parts included</li> <li><input type="checkbox"/> Letter parts correctly spaced and in proper order</li> </ul>	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
<b>Letter Content/Mail Merge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter tone pleasant/cordial</li> <li><input type="checkbox"/> Merge codes for name, address and salutation included</li> <li><input type="checkbox"/> Body coded for student's first name and course title</li> <li><input type="checkbox"/> Letter seeks to determine present status of graduate</li> </ul>	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
<b>Competency Table</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Table attractively formatted</li> <li><input type="checkbox"/> Appropriate competencies listed</li> <li><input type="checkbox"/> One column left blank to check usage</li> <li><input type="checkbox"/> Table easy to use</li> </ul>	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
<b>Envelopes and Labels</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Printed three envelopes</li> <li><input type="checkbox"/> Printed labels for all addresses</li> <li><input type="checkbox"/> Barcodes included</li> <li><input type="checkbox"/> All errors corrected</li> </ul>	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct

<b>Criteria</b>	<b>4 Outstanding</b>	<b>3 Sufficient</b>	<b>2 Partial Success</b>	<b>1 Little Success</b>
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions <input type="checkbox"/> Printed data source file <input type="checkbox"/> Printed letter with fields	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
<b>Letter Accuracy</b> <input type="checkbox"/> Errors in spelling, grammar and word usage are considered major errors <input type="checkbox"/> Errors in spacing and punctuation are considered minor errors	All errors corrected	One major or two minor errors remain	Two major or three-five minor errors remain	Three or more major errors or six or more minor errors remain
<b>Total Points</b>		<b>Percentage</b>		



# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Database

### Overview

**GOAL:** Students will design and manage a database for workplace applications.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Design and manage database for workplace applications (a) query, (b) filter, (c) sort, (d) merge, (e) generate and format reports, (f) other. B3	MA1, 4.5	Students will apply mathematical operations/concepts in the workplace by designing and managing databases for workplace applications. Students will create a personal inventory database, adjust field size, add and delete fields, create lookup boxes, filter records, create query, and print reports.	Use <i>Inventory Database</i> assessment to evaluate the database objects based on format and correctness.

# **APPLY TECHNOLOGY TO BUSINESS APPLICATIONS**

## **Database Teaching Points**

### **Overview**

Databases allow businesses and organizations to have up-to-date, reliable information about their customers, members, products, services, employees, etc. This information is vital to businesses and requires employees to have the knowledge to create, maintain, filter, and query databases. Employees need to know how to create reports that will display only the information needed rather than all records. This activity involves creation of an inventory database including table, lookup box/quick selection method, filter, query, and report. Assessment will consider accuracy of objects created and printed.

### **Content Review**

The following topics are to be reviewed with the students:

1. Fields, records, databases
2. Tables
3. Forms
4. Filters
5. Reports
6. Queries
7. Relationships
8. Primary key

### **Activity Preparation**

Students most likely have less knowledge about databases than any other basic software program. To increase their knowledge, discuss examples of how businesses use databases - - customer information, inventory, suppliers, projects, orders, reservations, and even telephone books. Colleges use database forms when they register students. This allows viewing of information for one student rather than seeing a datasheet list of all students. Explain that students are part of a database in their school and discuss the type of information that is stored in it. Besides names and addresses, the school can also include bus numbers, locker numbers, birth dates and other information. A filter and/or query would allow the school to extract all the students who ride a certain bus. Records could be sorted alphabetically by last name or numerically by locker numbers.

Demonstrate and/or explain the following: 1) use of the database dialog boxes; 2) differences between tables, forms, queries, and reports; 3) comparison of tables in databases, tables in spreadsheets, and tables in word processing; 4) guided practice in editing,

adding, and deleting records using existing database files (Most computer textbooks include data files for practice, which is advisable before creating new databases.); 5) fields already in templates for database use; 6) adding and removing fields from a sample table; 7) differences in views of database objects, especially those used for initial creation of a database; and 8) changes to the database format that can affect other aspects of the database.

Brainstorm with students the assets businesses may own. Create a listing of as many as possible.

## **Resources**

### **Supplies and Materials Needed**

Other worksheets or textbooks for practice creating and modifying databases  
Paper for printing databases and reports  
Smart Board and projection equipment for demonstration  
Computer with appropriate software

### **Web Sites**

Database principles:

<http://www.its.uidaho.edu/bustech>

Follow this path: click on "Information Systems" listing (at the left), "Databases" (at the top), then on the topics for databases (at the left).

[http://www.geekgirls.com/menu\\_databases.htm](http://www.geekgirls.com/menu_databases.htm)

[http://www.geekgirls.com/databases\\_from\\_scratch\\_2.htm](http://www.geekgirls.com/databases_from_scratch_2.htm)

[http://www.dbcc.cc.fl.us/fipse\\_sh/database2.htm](http://www.dbcc.cc.fl.us/fipse_sh/database2.htm)

[http://www.evolt.org/article/Beginning\\_Database\\_Design\\_Part\\_I/18/27137/](http://www.evolt.org/article/Beginning_Database_Design_Part_I/18/27137/)

<http://www.fgcu.edu/support/office2000/access/tables.html>

<http://www.uic.edu/depts/accc/seminars/access-intro/create-tables.html>

### **Books, Articles and Other Resources**

Beskeen, Duffy, Friedrichsen, and Reding. *Microsoft Office XP*. Thomson Course Technology, Boston, MA, 2003.

Eisch, Krueger, and Voiers. *Corel WordPerfect Office 2000 Integrated Course*. South-Western Educational Publishing, Cincinnati, OH, 1999.

Napier and Judd. *Microsoft Office 2000 Comprehensive Course*. South-Western Educational Publishing, Cincinnati, OH, 2000.

Rutkosky and Seguin. *Microsoft Office 2000 Marquee Series*. EMCParadigm, St. Paul, MN, 2001.

Stewart. *Access Core & Expert: A Comprehensive Approach*. Glencoe/McGraw-Hill, Columbus, OH, 2002.

Stewart, Hinkle, Tobias, Fisher-Larsen, and Marple. *Office XP: A Comprehensive Approach*. Glencoe/McGraw-Hill, Columbus, OH, 2002.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Database Assignment

### Activity Preparation

Participate in class discussion about creating databases and their use in business situations. Since many businesses use databases for inventory purposes, you will be creating a mock business inventory.

### Assignment

1. Begin a new database by naming it (*name of business*) *Inventory*. Use a business name that incorporates part of your name, e.g., *C Thompson Unique Cars*. Use the Help menu or textbook to determine a method for creating and inputting data in fields.
2. Add the following fields to your table:  
AssetID#  
AssetDescription  
AssetCategory  
StatusID  
VendorID  
Make  
Model  
SerialNumber  
DateAcquired  
PurchasePrice  
CurrentValue  
NextSchedMaint
3. Name the table *Inventory*. Determine the primary key (determine name for appropriate software selection).
4. Determine the data type chosen for each field. The field type can be text, long integer numbers or currency and/or date/time.
5. Make the AssetCategory data type text. Create a lookup box or method to select category choices to include: vehicles, furniture, office equipment, supplies, etc.
6. Make the StatusID data type text. Create a lookup box or method to select category choices to include: use daily, use weekly, use monthly, use yearly, not in use.

7. Enter your inventory by including items in a business. Businesses to consider would be banks, automobile dealerships, accounting firms, etc.
8. You may estimate the purchase price and date acquired. The current value will be an estimate based upon your assumption of how long the item has been owned. Leave fields blank that are not applicable. For example, there may not be a VendorID. Remember to use a quick method to select items for input into the AssestCategoryID and StatusID cells.
9. Continue with items you know. You can always fill in some fields like model later.
10. While entering data, you realize you don't need the VendorID field so delete it.
11. Fictitious serial numbers can be entered. This number is required since it is required for insurance purposes if the item is lost or stolen. Create a number for furniture or items that normally would not have a serial number. Print your table when it is complete.
12. Enter a minimum of 30 inventory items with at least two items in each AssetCategory field. Date acquired should be between 1999 to current year or a five-year time span. Make sure several items were acquired during the current year.
13. Adjust column widths to accommodate longest data entries. Change to landscape and print to minimum number of pages.
14. Sort by AssetCategoryID (A – Z) and print.
15. Filter by StatusID (use daily) and print resulting table.
16. Create a query, and print the results with three fields - - AssetCategory, AssetDescription, and DateAcquired. Specify the following criteria for the chosen fields:
 

AssestCategory	Criteria = computer
AssestDescription	Criteria = blank
DateAcquired	Criteria = Formula to include items purchased this year
17. Create a report using the *Inventory* table. The report should contain AssetCategory, AssetDescription, StatusID, and Make and should look similar to a word processing table. Sort by AssetCategory.
18. After the report is created and it has been previewed, adjust the columns as necessary to avoid large spaces. Move fields to adjust for changes. Create a label below the report title that reads "Created by *Your Name*."
19. Print the report to a minimum number of pages.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Database Inventory Database Assessment

Criteria	Yes	Needs Assistance	No
12 fields included in table			
AssetCategory field has lookup box with options (need print screen or teacher observation)			
StatusID field has lookup box with options (need print screen or teacher observation)			
Table printed without VendorID field			
Minimum of 30 inventory items included in printed table			
At least two items included in each AssetCategory field			
Column widths adjusted to fit minimum number of pages			
Printing shows sorted by AssetCategory field			
Printing shows filtered by StatusID (use daily)			
Query results include three specified fields			
Query results include computers under AssetCategory			
Query results include only the current year			
Report includes fields specified in assignment			
Report reflects choices that looks like a word processing table			
Report reflects sorting by AssetCategory			
Report reflects adjustments of fields without excess spacing			
Report includes "Created by Student Name" below title			
Inventory database is free from errors			
Database assignment is completed on time			
<b>Total Points</b>			

Total the number of *Yes* responses. Receive 12 or more checks in the *Yes* category for an acceptable grade. Fewer than 12 *Yes* marks, indicate additional work to show acceptable understanding of concepts. Divide total *Yes* marks by 19 possible to receive a percentage grade.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Spreadsheets

### Overview

**GOAL:** Students will design and create spreadsheets for payroll to cover a specific time period.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Design spreadsheet for workplace applications ... (c) formulas and functions, (d) graphs and charts, (e) links, (f) other. H4	MA1, 4.5	Apply mathematical operations/concepts in the workplace by designing spreadsheets that utilize formulas, functions and links. Design weekly payroll spreadsheet; expand by adding worksheets for each week and monthly summary; link worksheets using 3-D references. Create two charts from data. Ask teacher to observe links as changes are made in hourly rates for two employees. For assistance, access electronic Help menu or technical manuals.	Use the assessment <i>Spreadsheets</i> to evaluate spreadsheets and charts based on format, correctness and appropriateness of formulas or functions.



# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Spreadsheets Teaching Points

### Overview

Spreadsheets are used to enter, calculate, analyze and chart data used in many types of businesses. Any data that can be displayed using rows and columns is a candidate for spreadsheets. Spreadsheets are second only to word processing for use in businesses. This activity considers format, correctness, appropriateness of formulas and functions used in spreadsheets and accuracy in case of charts and links between charts and worksheets.

### Content Review

The following are to be reviewed with the students:

1. Columns, rows, cells
2. Arithmetic functions in spreadsheets (+ - \* /)
3. Creation of formulas
4. Use of functions
5. Cut, copy, paste, automatic fill
6. Formatting for readability
7. Use of AutoFormat
8. Appropriateness of formulas/functions (i.e. =SUM(A3:A10) rather than =A3+A4+A5+A6+A7+A8+A9+A10)
9. Linking cells between worksheets
10. Creating 3-D references to total for multiple sheets

### Activity Preparation

Discuss with students the importance of spreadsheets being correct and readable. Columns of data should be separated enough to read easily but not so much that it is difficult to follow from column to column. Students normally want to leave blank rows and columns between entries, but this is not conducive to copy, paste and automatic fill. Reminder: Part of readability is formatting numbers with commas and decimals if needed and using right alignment for varying numbers of digits.

Basic introduction of spreadsheets would include discussion of columns, rows, cells and cell addresses. Explain that cells can contain words (labels), numbers (values), formulas and functions. Also important is using cell references rather than numbers in formulas. The following directions are based on use of Microsoft Excel and will need to be adjusted for other programs. Listed below is a fast way to introduce many aspects of spreadsheets using oral directions:

## QUICK INTRODUCTION TO EXCEL SPREADSHEETS

- Input of information (e.g., “2+2” vs. “=2+2”) Note difference
- Input numbers of various lengths in same columns but different row.  
(e.g. 5847 Enter  
593 Enter  
6840 Enter  
28 Enter  
...)
- Continue until about ten numbers are in a row. Note difference for alignment.
- Perform AutoSum on the column of Numbers. Point out display of formula bar and explain contents—parenthesis, words, math symbols.
- Demonstrate copy and paste with and without formulas.
- Demonstrate and review fills.
- Demonstrate and review creation of charts and graphs and linking to source spreadsheets.
- Demonstrate and review any concept needed to perform task of assignment without jeopardizing integrity of assignment.

### Resources

#### Supplies and Materials Needed

Computer

Other worksheets or textbooks for practice creating spreadsheets

Paper for printing spreadsheets and formula pages

Smart Board and projection equipment for demonstration

Paper

#### Books, Articles and Other Resources

Norton and Hinkle. *Excel 2002 A Comprehensive Approach*, Glencoe/McGraw Hill, Columbus, OH, 2002.

Rutkosky and Seguin. *Microsoft Office 2000 Marquee Series*. EMCParadigm, St. Paul, MN, 2001.

Shelly, Cashman and Vermaat. *Microsoft Office XP Introductory Concepts and Techniques, Windows XP Enhanced*, Perfect Bound, Thomson Course Technology, Independence, KY, 2002.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Spreadsheets Assignment

### Activity Preparation

Participate in class discussion about creating spreadsheets using formulas and functions. Practice creating spreadsheets and learn to develop charts from spreadsheet data. Before beginning this assignment, be sure you understand the concepts of multiple worksheets and linking worksheets by using 3-D references.

### Assignment

Complete the tasks listed below to create a spreadsheet. Use Help or textbook resources for assistance.

#### SPREADSHEET/CHART ASSIGNMENT

Create a spreadsheet to compute the payroll for the Bulldog Business Group. (Substitute the name of your school mascot for Bulldog.) The employees and their payroll information are shown below:

			(Do not include on first worksheet.)			
		Week 1	Week 2	Week 3	Week 4	
Thomas Grainger	\$15.25/hour	42 hours	40	41	43	
Wesley Brown	12.75/hour	38 hours	40	40	40	
Janet Parker	17.75/hour	40 hours	43	41	41	
Pamela Grant	10.50/hour	45 hours	42	40	43	
Shelley Kramer	15.15/hour	40 hours	40	36	42	
Randolph Polovich	9.85/hour	42 hours	43	40	45	
Bob Young	20.25/hour	40 hours	40	41	40	
Kathy Benton	9.85/hour	40 hours	42	40	41	

Employees receive their hourly rate for the first 40 hours and overtime pay of time and one-half for hours over 40.

Set up columns in the following order:

Employee, Gross Pay, Net Pay, Hourly Rate, Regular Hours, Overtime, FICA, Medicare, Federal W/H, MO W/H

- Enter employees' last names first and then sort alphabetically
- FICA rate is 6.2% of gross pay
- Medicare rate is 1.45% of gross pay

- Federal withholding is not an exact percentage and makes a difference according to number of dependents, etc., but we will use 20% as the rate.
  - Missouri withholding is not an exact percentage either, but we will use 6%.
  - FICA, Medicare and Federal withholding and state withholding are all deductions from gross pay to equal net pay.
1. Enter formulas to figure deductions and net pay.
  2. Use an IF function to figure overtime hours.
  3. Total each column of numbers.
  4. Rename the worksheet *Week-1*.
  5. Make formatting enhancements so spreadsheet is readable, attractive and fits on one page.
  6. Print a normal copy of spreadsheet with your name and date in the footer.
  7. Change to Show Formulas and reprint (Note: This will no longer fit on one page).
  8. Add worksheets for *Week-2*, *Week-3*, *Week-4* and *Monthly*.
  9. Copy spreadsheet data from *Week-1* to other three weeks.
  10. Use a formula to link the hourly rates from *Week-1* to the other sheets. Linking will allow automatic changes to all sheets if an hourly rate changes.
  11. Make changes to reflect the hours worked for weeks 2-4.
  12. The *Monthly* worksheet should have headings of Gross Pay, Net Pay, FICA, Medicare, Federal W/H, MO W/H.
  13. Use a 3-D reference formula to add the weekly totals of Gross Pay, Net Pay, FICA, Medicare, Federal W/H and MO W/H to the *Monthly* worksheet. Print the *Monthly* worksheet normally and with formulas.
  14. Create a pie chart titled *Weekly Payroll (Date)* on its own sheet. Only graph the names and gross pay. Use data labels for slices. Print chart.
  15. Create a 3-D horizontal bar chart titled *Bulldog Business Group* on its own sheet. Subtitle it *Weekly Payroll Data (Date)*. Print chart.
  16. Call teacher to observe as you change two hourly rates on *Week-1*. Teacher will check to see that rates change on all other weeks. Create a pie chart again and note the differences between charts.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Spreadsheets

### Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Format/Readability</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Format enhances document</li> <li><input type="checkbox"/> Numbers are formatted correctly</li> <li><input type="checkbox"/> Easy to follow from column to column</li> <li><input type="checkbox"/> Page orientation is appropriate for width</li> </ul>	Met all format/readability criteria	Met 3 format/readability criteria	Met 2 format/readability criteria	Met 1 format/readability criterion
<b>Accuracy</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Label and value cells are correct</li> <li><input type="checkbox"/> Calculated answers are correct</li> <li><input type="checkbox"/> Contains five worksheets</li> <li><input type="checkbox"/> Sheets are linked through formulas</li> </ul>	Met all accuracy criteria	Met 3 accuracy criteria	Met 2 accuracy criteria	Met 1 accuracy criterion
<b>Formulas/Functions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used formulas/functions rather than typing answer</li> <li><input type="checkbox"/> Formula/function used results in correct answer</li> <li><input type="checkbox"/> Formula/function chosen is most appropriate</li> <li><input type="checkbox"/> Monthly sheet uses 3-D reference formulas</li> </ul>	Met all formulas/functions criteria	Met 3 formulas/functions criteria	Met 2 formulas/functions criteria	Met 1 formulas/functions criterion
<b>Charts</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pie chart includes names and gross pay without total</li> <li><input type="checkbox"/> Slices show data labels</li> <li><input type="checkbox"/> Bar chart includes all columns, but no totals</li> <li><input type="checkbox"/> Charts are correctly titled and labeled</li> </ul>	Met all charts criteria	Met 3 charts criteria	Met 2 charts criteria	Met 1 charts criterion

Student \_\_\_\_\_

Due Date \_\_\_\_\_

Date Submitted \_\_\_\_\_

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions <input type="checkbox"/> Includes footer <input type="checkbox"/> Formulas printed as directed	Met all production/ completion criteria	Met 3 production/ completion criteria	Met 2 production/ completion criteria	Met 1 production/ completion criterion
<b>Observation</b> <input type="checkbox"/> Changes made in two hourly rates <input type="checkbox"/> Rate links properly to each weekly worksheet <input type="checkbox"/> Chart is redone	Met all observation criteria	Met 2 observation criteria	Met 1 observation criterion	Met no observation criteria
<b>Total Points</b>				

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Multimedia Presentation

### Overview

**GOAL:** Students, working in teams, will produce a multimedia presentation with acceptable workplace standards.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Produce multimedia presentation for the workplace including (a) sound bytes, (b) animation, (c) transition, (d) image download or import, (e) video, (f) other. H5	CA5, 2.1	Plan and produce a multimedia presentation after researching workplace trends. In teams of two to four, as directed by teacher, choose a workplace trend to research and produce as a multimedia presentation for oral delivery in class. Using either a digital camera or scanner, capture an image to insert into the presentation. The presentation should also contain other imported images/graphics, sound bytes, animations and transitions. Record and edit sound for the presentation and record and edit digital video if software is available. Use effective listening skills to evaluate the content and artistic aspects of oral and visual presentations of classmates. Also, evaluate the effectiveness of your team.	The assessment <i>Multimedia Presentation</i> will be used to evaluate the presentation based on organization, content, visuals, mechanics, captured images, sound, video recording (if equipment available) and delivery. Students will use the scoring guide <i>Student Evaluation</i> to assess their classmates' presentations and the scoring guide <i>Team Evaluation</i> to assess each team member's contribution.
Capture an image with a digital camera or scanner. E7	CA5, 2.5		
Record and edit sound. E8	CA5, 1.5		
Record and edit digital video. E9	CA5, 1.5		
Research workplace trends (e.g., TQM, teams, voice recognition, ergonomics). G5	SC8, 4.8		
Work effectively in teams. F4	SS6, 4.6		
Deliver oral presentations using appropriate tools. D7	CA1, 2.1		
Demonstrate effective listening skills. D9	CA5, 2.6		

# **APPLY TECHNOLOGY TO BUSINESS APPLICATIONS**

## **Multimedia Presentation**

### **Teaching Points**

#### **Overview**

Individuals in organizations use multimedia presentations to enhance delivery of research and/or present information to clients, customers, peers and supervisors. Speaking, listening and working in teams are important business skills for both presenters and receivers of information. This activity involves students working in teams to produce and orally deliver a multimedia presentation based on workplace trends. The activity involves capturing images with a digital camera or scanner and importing those images, graphics, sound bytes, animation and transitions into the presentation. Consideration will also be given to team effectiveness, work relationships, skill in listening and evaluation of self and others.

#### **Content Review**

The following are to be reviewed with the students:

1. Steps in creating a slide show using a presentation software
2. Using software Help
3. Possible workplace trends for research - - TQM, teams, voice recognition, ergonomics
4. Digital camera and scanner use for presentation images
5. Expectations of teamwork
6. Conducting research using the Internet

#### **Activity Preparation**

Using presentation software, demonstrate how to create a slide show for those who haven't used it before. Demonstrate use of a digital camera and a scanner. Students must use an image captured from the camera or scanner in the presentation.

Brainstorm ideas about workplace trends and ways students might find information on the Internet. Explain that they will be working in teams of two to four students to research and create the presentation. Working in teams requires cooperation from each team member. Discuss division of responsibilities.

Students' evaluations of their team members will determine a portion of the grade, as will students' evaluations of classmates' presentations. Decide how teams will be chosen - - by teacher or by students (consider pros and cons of each selection method and guidelines for establishing teams). Team members must equally contribute to research, presentation and oral delivery.



Discuss effective delivery of oral presentations. Students should not just read slides but should present further information to enhance their presentation.

**\*\*Consider assigning weights to certain sections of the scoring guide to reflect importance.**

Discuss methods of printing - - slides, handouts and notes pages.

## **Resources**

### **Supplies and Materials Needed**

Paper to print presentations

Internet access

Presentation software

Computer and projection equipment to view presentations

### **Web Sites**

Use a search engine and key in the word *presentation*, *design* and *presentation*, etc. to locate information on presentation design and layout.

### **Books, Articles and Other Resources**

Agency for Instructional Technology. *Communication 2000: Powerful Presentations*. South-Western Educational Publishing, Cincinnati, OH, 2002.

Agency for Instructional Technology. *Communication 2000: Powerful Presentations: Learner Guide/CD Study Guide Package*. South-Western Educational Publishing, Cincinnati, OH, 2002.

Counts. *Multimedia Design and Production for Students and Teachers*. 2004. MA: Pearson Education, Inc./Allyn and Bacon.

Joss. *Looking Good in Presentations*. (3<sup>rd</sup> ed.). 1999. NY: Coriolis an International Thomson Publishing company.

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 5 “Communicating Orally.”

Rutkosky. *Benchmark Series: Microsoft Office XP*. EMCParadigm, St. Paul, MN, 2002, PowerPoint Unit.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

*Communication 2000 - Effective Presentations - Module 14; Communication 2000*  
Kit; 2 template disks, learner's guide, instructor's guide, audiocassette, videodisc, videocassette -- An innovative applied academics program that uses multimedia technology to present a comprehensive communication curriculum. Consists of free-standing modules that each contain 15 lessons. This is the fourteenth unit titled "Effective Presentations."  
[6928 — R COMM 2000 MOD14]

CINCINNATI, OH, AIT & SOUTH-WESTERN PUBLISHING, 1999.

*Make Presentations Work for You*

Video; 12 min. -- Gives specific techniques and tactics on speaking before a large crowd. Provides keys to successful presentations. How to build style techniques. Show ways to enhance your presentation skills. [3672 — BE Video 107]

BLACKWOOD, NJ, COMMUNICATION BRIEFINGS, 1993.

*Using Visual Aids: A Guide For Effective Presentations; Revised; A Fifty-Minute Series Book*

Raines, Claire

Book -- When, why and how to use visual aids. Organizing and creating visuals-overheads, slides, charts and graphs, flip charts, posters, videos and others [7630 – C&E 10.0050 CDJS73] MENLO PARK, CA, CRISP PUBLICATIONS, INC., 1995.

*Making Travel Arrangements*

Video; 10 Minutes -- Teaches skills and provides information for the making of travel arrangements. [846 — BE VIDEO 99]

NY, INSIGHT MEDIA, 1994.

# **APPLY TECHNOLOGY TO BUSINESS APPLICATIONS**

## **Multimedia Presentation Assignment**

### **Activity Preparation and Assignment**

Working within a group, research one of the workplace trends identified during class discussion. After research is complete, use information obtained to plan and produce a presentation to effectively present your findings. Research should include at least three but no more than five sources. Sources must be documented properly. Use information in your textbook or other sources to aid in planning your presentation. Use the presentation software chapter in your software manual to learn/review presentation techniques.

Each member of the team is to contribute equally to all aspects of this project including the oral presentation. You will evaluate your teammates' contributions to the project and will evaluate the presentations of all other teams. The following elements must be included in your presentation:

1. Plan and write a draft or storyboard before layout in software
2. Produce a slide show with 15-20 slides
3. Use special text treatment and/or other font enhancements
4. Apply appropriate design template and/or created background
5. Include an image captured from a digital camera and/or scanner
6. Incorporate other images and graphics
7. Record and edit sound for inclusion in presentation
8. Record and edit video (if possible) for inclusion in presentation
9. Incorporate at least one sound byte (not stock sounds)
10. Incorporate at least one video clip
11. Use transitions to enhance presentation
12. Use animations of objects and/or images
13. Print presentation as handouts indicating slides created by each team member
14. Print presentation as notes pages

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Multimedia Presentation Assessment

<b>Criteria</b> <i>Assign points based on degree of thoroughness.</i>	<b>10-9 Outstanding</b>	<b>8-6 Sufficient</b>	<b>5-3 Partial Success</b>	<b>2-1 Little Success</b>
<b>Research</b> <input type="checkbox"/> Research conducted includes 3-5 sources <input type="checkbox"/> Sources properly documented <input type="checkbox"/> Topic is well developed <input type="checkbox"/> All team members contributed to research	All criteria evident and correct	Three criteria evident and correct	Two criteria evident and correct	One criterion evident and correct
<b>Planning &amp; Organization</b> <input type="checkbox"/> Main points/purpose evident <input type="checkbox"/> Main points/purpose supported by details <input type="checkbox"/> Organized logically <input type="checkbox"/> Multimedia effects enhance rather than detract	All criteria evident and correct	Three criteria evident and correct	Two criteria evident and correct	One criterion evident and correct
<b>Visual Attributes</b> <input type="checkbox"/> Created required number of slides <input type="checkbox"/> Used design template or created own background <input type="checkbox"/> Used special text treatment or other font enhancements <input type="checkbox"/> Animated text, object, or image <input type="checkbox"/> Applied appropriate transitions	All criteria evident and correct	Four criteria evident and correct	Three criteria evident and correct	Two or fewer criteria evident and correct
<b>Proofreading &amp; Editing</b> <input type="checkbox"/> Text edited to short clauses/phrases <input type="checkbox"/> Text reflects correct grammar, punctuation, spelling and word usage	All errors corrected	One error remains	Two errors remain	Three+ errors remain

<b>Criteria</b> <i>Assign points based on degree of thoroughness.</i>	<b>10-9 Outstanding</b>	<b>8-6 Sufficient</b>	<b>5-3 Partial Success</b>	<b>2-1 Little Success</b>
<b>Graphics/Captured Images/ Sound/Video</b> <input type="checkbox"/> Image from digital camera or scanner included <input type="checkbox"/> Images proportionately cropped/resized <input type="checkbox"/> Sound/video recorded and edited <input type="checkbox"/> At least one imported sound byte included <input type="checkbox"/> At least one imported video clip included	All criteria evident and correct	Four criteria evident and correct	Three criteria evident and correct	Two or fewer criteria evident and correct
<b>Oral Delivery</b> <input type="checkbox"/> Additional information not on slides presented <input type="checkbox"/> Eye contact maintained <input type="checkbox"/> All team members presented <input type="checkbox"/> Voice inflection shown -- not monotone	All criteria evident and correct	Three criteria evident and correct	Two criteria evident and correct	One criterion evident and correct
<b>Average of Team Members' Evaluations</b>	<b>/10</b>			
<b>Average of Classmates' Evaluations</b>	<b>/25</b>			
<b>Total Points</b>				

## MULTIMEDIA PRESENTATION TEAM EVALUATION

List group members below with your name first. Evaluate the quantity and quality of work each member did on a scale of 1 to 10 (10=high to 1=low). Include the following in this evaluation: research, planning, creating slides, adding enhancements, using camera or scanner, etc.

Team Members	Work Contributed 1-10

Evaluate contributions of each team member, including yourself, on each of the teamwork characteristics listed on a scale of 1 to 10 (10=high to 1=low). Write each team member's name in a cell below the heading "Team Member." Record a number in each cell to correspond with the team member's participation.

Teamwork Characteristics	Team Member	Team Member	Team Member	Team Member
	1-10	1-10	1-10	1-10
Assisted others in planning and creating.				
Worked cooperatively in researching topic.				
Interacted by discussing ideas.				
Encouraged and supported others.				
Used class time effectively.				

What have you contributed to this team project?

Was your team project a positive or negative experience and why?

What would have made your team project more effective?

## **STUDENT EVALUATION - - MULTIMEDIA PRESENTATION**

Presenter: \_\_\_\_\_

Topic: \_\_\_\_\_

- \_\_\_\_\_ 1-5 Overall presentation
- \_\_\_\_\_ 1-5 Textual slides were readable, correct and logically organized
- \_\_\_\_\_ 1-5 Graphical elements were appropriate and effectively enhanced the presentation
- \_\_\_\_\_ 1-5 Multimedia effects were appropriate and interesting
- \_\_\_\_\_ 1-5 Oral delivery of presentation was clear and strong

One thing I really liked about your presentation:

One way I think you could have improved your presentation:

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Voice Recognition

### Overview

**GOAL:** Students will produce mailable documents using voice recognition technology.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Produce documents using voice recognition technology. H11	CA1, 2.7	Train software to recognize your voice. Use appropriate language by enunciating and pronouncing words correctly. Dictate memo(s), business letter(s) and/or report(s) using only your voice to input text, edit, format, save and print documents.	Use the <i>Voice Recognition Checklist</i> assessment to evaluate progress of training exercises, technique, posture/voice quality and accuracy of documents printed from voice dictation/input. Also assess speed and accuracy on a one-minute timed writing using the <i>Voice Recognition</i> assessment.
Use correct grammar, spelling and punctuation while dictating. D1	CA1, 2.2		
Apply proofreading and editing skills using only voice commands. D2	CA1, 2.2		
Use appropriate language. F7	CA1, 2.3		



# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Voice Recognition Teaching Points

### Overview

Voice or speech recognition is a viable means of data input that is changing the way many business offices function. This activity considers ability of students to train the software to recognize their voices and the accuracy of documents produced using only voice for input of content and format.

### Content Review

The following are to be reviewed with the students:

1. Software essential skills:
  - a. Adjusting microphone/performing audio check
  - b. Creating speech profiles
  - c. Enunciating clearly
  - d. Correcting errors/training words
2. Basic skills development
  - a. Navigating documents
  - b. Applying capitalization principles
  - c. Inserting symbols and punctuation marks
  - d. Generating numbers and dates
  - e. Manipulating text
  - f. Formatting documents
3. Advantages of using speech recognition programs (speed and productivity)
4. Ergonomic reasons for using voice recognition (repetitive motion injuries)

### Activity Preparation

It is recommended that consideration be given to software selection for usability, available resources and support.

Stress importance of training and correcting of unrecognized words in order to gain proficiency. Remind students of necessity to dictate punctuation, ends of lines and paragraphs. Review with students the basic four essential skills (see *Guidelines for Teaching the Basic Four Essential Skills*). Student's goal will be to dictate at 100 words per minute with 97 percent accuracy within a one-minute timing. Because of the strain on voices, it is not recommended to give longer timings than one minute. It may be necessary to allow students to have water available while training, especially if class period is over one hour.

In addition to voice-typing words, students need to gain proficiency in correcting words by spelling and by correction dialog boxes, applying formatting skills using voice and moving cursor to various points in document using voice commands. Initial training can be accomplished in voice software word processor, but students need to move on to Word or other software applications. After training is completed, use documents from keyboarding books for letters, memos, table and word-choice exercises. Final assessments could be a one-minute timed writing, dictated business letter(s) and/or memo(s), report(s) and/or sentences with various punctuation marks and words such as cities or names they have not previously trained.

Review with students how to calculate GWAM and NWAM. The GWAM (Gross Words a Minute) is the actual number of words dictated including the errors. Subtract the number of errors from the number of words dictated, divide that number by the number of words possible to obtain the NWAM (Net Words a Minute). i.e., 138 words dictated – 5 errors = 133 / 150 possible words = 88.67%

Use the checklist assessment for Essential and Basic Skills according to the skills being observed on assigned work using the skills evaluated. Make observations and check appropriate items according to students' demonstrations of use. Another way is to give each student a reading with the skills to be observed and check off the use of the items as demonstrated. In essence, use the checklist as you would for a beginning or intermediate keyboarding class technique list.

**\*\*Mastery level demonstrated by student on the Essential Skills and Basic Skills *Voice Recognition Checklist* assessment can be changed at the teacher's discretion.**

## **Resources**

### **Supplies and Materials Needed**

Software  
Training materials  
Good quality microphones  
Computer meeting voice software specifications  
Paper  
Materials for testing

### **Web Sites**

[www.speakingsolutions.com/resources/index.html](http://www.speakingsolutions.com/resources/index.html) Sample training capsules for downloading.

[www.speakingsolutions.com](http://www.speakingsolutions.com) Provides news articles on repetitive stress injuries, teacher resources, online newsletter, educational pricing on speech recognition products, etc. Speaking Solutions, Inc. (888-749-1844) Nifty Fifty Training Capsules (50 step-by-step capsules for teaching the basic skills of Dragon NS 7.0)

### **Books, Articles and Other Resources**

Barksdale. *Speech Recognition with Microsoft Office XP*. South-Western/Course Technology, Cincinnati, OH, 2002.

Barksdale. *Microsoft Office XP Speech Recognition BASICS*. South-Western/Course Technology, Cincinnati, OH, 2002

Barksdale and Rutter. *Dragon NaturallySpeaking for the Office Professional* (7<sup>th</sup> ed.) ISBN: 0-759-33115-4, Thomson Custom Publishing. Version 6, ISBN: 0-538-97936-4.

Barksdale, et. al. *DigiTools: Technology Application Tools*. South-Western Publishing, Cincinnati, OH, 2004.

Barksdale and Rutter. *IBM ViaVoice for the Office Professional*, Versions 8 & 9. South-Western Publishing, Cincinnati, OH, 2001.

Clark. *Voice Recognition with Software Applications*. Glencoe-McGraw Hill, Columbus, OH, 2002.

## **GUIDELINES FOR TEACHING THE BASIC FOUR ESSENTIAL SKILLS**

These guidelines for teaching speech-recognition are generic to any software. Reprinted here by permission from training materials of Speaking Solutions, Inc.

### **I. Microphone**

- A. Use good quality noise-canceling microphones for best accuracy.
- B. Position the microphone mouthpiece a thumb's width from the corner of the mouth. (If it is too far in front of the mouth, air from the user's nose or mouth will cause it to write words on the screen.)
- C. Make sure the receiver (under the foam cover) is facing the mouth and not twisted to be facing away from the mouth.
- D. Be sure to check the audio to determine if the microphone is correctly plugged in and is working. Some software packages have more effective audio checks than others. The audio check in some software also measures background noise and separates that from the user's speech.

### **II. Create a Speech Profile**

- A. Follow the wizard in the software to create a user profile by reading a short script to help the software recognize your speech patterns.
- B. Pronounce each word clearly when reading the script. Do not read punctuation marks.
- C. Speak at a normal, comfortable pace.
- D. To improve accuracy, read additional scripts at a later time.

### **III. Enunciation**

- A. Speak clearly when dictating. Imagine you are a newscaster reading the news or that someone is reading your lips as you talk.
- B. Dictate in phrases or complete sentences. The software does a better job of understanding words in context when they are dictated in longer phrases or sentences.
- C. Speak at a normal, comfortable pace.

### **IV. Correct Misrecognized Words and Train New Words**

- A. Use the correction feature of the software to correct misrecognized words. Using the keyboard to correct errors will not allow the software to learn misrecognized words. (Some software has more advanced and user-friendly correction features than others.)
- B. Add new words to the vocabulary and train the words so they will be recognized when you dictate them.

## CATEGORIES FOR BASIC SKILL DEVELOPMENT

Listed below are the Basic Skills to be achieved after learning the Essential Skills:

### I. Navigate Documents

- A. Dictate multiple paragraphs.
- B. Move character-by-character, word-by-word, and line-by-line throughout document.
- C. Move to beginning and end of document and to individual paragraphs in document.

### II. Apply Correct Capitalization

- A. Dictate correct capitalization.
- B. Make capitalization changes.

### III. Insert Symbols and Punctuation Marks

- A. Dictate special characters and symbols.
- B. Create voice emoticons.

### IV. Generate Numbers and Dates

- A. Dictate single digits, double digits, and larger digits.
- B. Dictate decimals and fractions.
- C. Dictate dates, phone numbers, currency, time, formulas, etc.

### V. Manipulate Text

- A. Select and delete by character and by word.
- B. Select and delete by line, paragraph, and from beginning to end and end to beginning.
- C. Cut, copy, and paste blocks of text.

### VI. Format Documents

- A. Change font type and size.
- B. Add enhancements—italics, underline, bold, bulleted list.
- C. Align text\*\*

\*\*Bland, Z. L.

Reprint permission granted by Speaking Solutions, Inc.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Voice Recognition Assignment

### Activity Preparation

Participate in class discussion about the technology of voice/speech recognition and its use in the business world. Discuss reasons for using speech as an alternative to keyboarding - including advantages and disadvantages. The activities allow participation to train software using appropriate exercises and practice dictation to reach a goal of at least 100 words per minute with 97 percent accuracy. These goals emphasize production standards.

### Assignment

Complete the following tasks:

1. Adjust microphone and audio levels
2. Create a speech profile
3. Enunciate clearly while speaking at a normal pace
4. Correct misrecognized words using voice only
5. Give software commands using voice only
6. Go to Web site [www.speakingsolutions.com/resources/index.html](http://www.speakingsolutions.com/resources/index.html). Complete the first ten training capsules. Use only voice to dictate, save documents and print documents. Turn in for daily work grade. (Or complete number of lessons in textbook assigned by teacher.)
7. Practice taking one-minute timed writings
8. Practice dictating memorandum in your word processing software. Correct all errors using your voice, not your mouse, fingers or keyboard
9. If you can produce this memorandum and correct all errors, you are ready for assessment
10. Assessment: Dictate assigned business letter(s), memo(s) and/or report(s); and editing, correcting, formatting, saving and printing with only your voice
11. Assessments: Dictate assigned report and/or other documents

12. Assessment: Take one-minute timings trying to achieve speed of at least 100 words per minute with 97 percent accuracy

**Practice Exercise 10: Sample Memo (Take a timed accuracy test before starting this exercise)**

Dictate the following memo. Remember to give the appropriate commands to make headings centered and in all caps and dictate all punctuation marks.

MEMORANDUM

[New paragraph][New paragraph]

TO:[tab key] [tab key] (*your principal's name*)

FROM: [tab key] (*your name*)

DATE: [tab key] (*today's date*)

SUBJECT: [tab key] Speech Recognition Software

I am a student in (*name of class*), and (*teacher's name*) is teaching us how to write letters with our voice using speech recognition software. [New paragraph]

This software allows us to use our voice instead of the keyboard or mouse to create documents. We have learned what commands to use and how to train the computer to recognize our unique voices. [New paragraph]

We can now dictate words, numbers, symbols and a variety of formatting commands; and the computer will type what we dictate or do what we command. This software works with many programs including Word, Excel, PowerPoint, Outlook, Internet Explorer, Netscape, and others. I just took a one-minute timed writing and achieved (*your speed*) wpm with (*your accuracy %*) accuracy. Wow, this is fast!

**Proofread and correct all errors. Save as *Principal Memo*, then print the memo.**

Reprint permission granted by Speaking Solutions, Inc.

# APPLY TECHNOLOGY TO BUSINESS APPLICATIONS

## Voice Recognition Checklist Assessment

### Essential Skills

Criteria	YES	NO	N/A
----------	-----	----	-----

#### Create Speech Profile and Adjust Microphone

<input type="checkbox"/> Microphone adjusted properly			
<input type="checkbox"/> Initial enrollment training completed properly			
<input type="checkbox"/> Additional enrollment completed			
<input type="checkbox"/> User profile selection performed and demonstrated properly			
<input type="checkbox"/> Audio check demonstrated			
<input type="checkbox"/> Natural voice tone used			

#### Enunciate Clearly

<input type="checkbox"/> Microphone commands used clearly			
<input type="checkbox"/> Each word clearly and continuously enunciated			
<input type="checkbox"/> Text cleared from the screen appropriately			
<input type="checkbox"/> New line and paragraph commands effectively stated			
<input type="checkbox"/> Punctuation marks effectively and clearly stated			
<input type="checkbox"/> Voice commands used to save documents			

#### Correct Speech Errors Immediately

<input type="checkbox"/> Scratch or undo commands used effectively			
<input type="checkbox"/> Word selection and substitution used effectively			
<input type="checkbox"/> Correction window used efficiently			
<input type="checkbox"/> Uncommon words or names correctly spelled letter-by-letter using regular alphabet and military or phonetic alphabet			

#### Train Speech Errors Permanently

<input type="checkbox"/> Misrecognized words trained properly			
<input type="checkbox"/> Unique phrases and names added and trained properly			
<input type="checkbox"/> Error correction techniques used consistently – incorrect words and phrases trained routinely			

**\*\*Student demonstrates mastery of Essential Skills at 90% or higher (17 of 19).**



**Basic Skills**

Criteria	YES	NO	N/A
----------	-----	----	-----

**Manipulate Programs, Documents and Menu Items Effectively**

<input type="checkbox"/> Software programs opened and closed correctly			
<input type="checkbox"/> Movement between applications and documents used efficiently			
<input type="checkbox"/> Menu items opened and menu choices selected effectively			
<input type="checkbox"/> Document minimized and maximized correctly			

**Capitalize and Compound**

<input type="checkbox"/> Text capitalized properly			
<input type="checkbox"/> Text uppercased properly			
<input type="checkbox"/> Text lowercased properly			
<input type="checkbox"/> Command used correctly to compound words			

**Create Symbols, Hyphens and Special Characters**

<input type="checkbox"/> Special characters and symbols stated and used correctly			
<input type="checkbox"/> Hyphen usage demonstrated			

**Generate Numbers**

<input type="checkbox"/> Numbers dictated correctly			
<input type="checkbox"/> Decimals dictated properly			
<input type="checkbox"/> Fractions dictated properly			
<input type="checkbox"/> Dates dictated effectively			
<input type="checkbox"/> Time dictated effectively			
<input type="checkbox"/> Phone numbers dictated properly			
<input type="checkbox"/> Currency dictated correctly			
<input type="checkbox"/> Simple mathematical formulas dictated			
<input type="checkbox"/> Numbered list created			
<input type="checkbox"/> Numbers (digits or text) in sentences used correctly			
<input type="checkbox"/> Numbers Mode utilized correctly			

**Navigate Documents**

<input type="checkbox"/> Character-by-character movement in text			
<input type="checkbox"/> Word-by-word movement in a paragraph			
<input type="checkbox"/> Line-by-line and paragraph-by-paragraph movement in a document			
<input type="checkbox"/> Movement from beginning to the end of document			
<input type="checkbox"/> Movement from end to the beginning of document			
<input type="checkbox"/> Movement from beginning to the end of a line			
<input type="checkbox"/> Insert command			

**Select and Move Text**

<input type="checkbox"/> Character-by-character deletion			
<input type="checkbox"/> Word-by-word deletion			

Student \_\_\_\_\_

Date \_\_\_\_\_

Criteria	YES	NO	N/A
<input type="checkbox"/> Line-by-line deletion			
<input type="checkbox"/> Paragraph-by-paragraph deletion			
<input type="checkbox"/> Deletion of entire document			
<input type="checkbox"/> Text copied and pasted			
<input type="checkbox"/> Text cut and pasted			

**Format Documents**

<input type="checkbox"/> Text style changed effectively to bold, italics and underline			
<input type="checkbox"/> Text aligned properly to the left margin, to the center and to the right margin			
<input type="checkbox"/> Bulleted list created			
<input type="checkbox"/> Text transferred successfully from one software program to another			
<input type="checkbox"/> Font and font size changed			
<input type="checkbox"/> Tab key, space bar, backspace and delete keys used effectively			
<input type="checkbox"/> Simple unbound report formatted using proper headings			

**Accuracy Check**

<input type="checkbox"/> Voice input 100 wpm (or more) with 3 errors or less for one-minute			
<input type="checkbox"/> Voice input business document(s) within a specified time period at 95% * accuracy.			
<input type="checkbox"/> Grammar correct			
<input type="checkbox"/> Spelling correct			
<input type="checkbox"/> Punctuation correct			
<input type="checkbox"/> Editing correct			
<input type="checkbox"/> Appropriate language used			
*determine accuracy level			

\*Student demonstrates mastery of Basic Skills at 90% or higher (except Accuracy Check) -- 38 of 42 items.

Adapted from Speaking Solutions, Inc.

# **APPLY TECHNOLOGY TO BUSINESS APPLICATIONS**

## **Voice Recognition Assessment**

### **ONE-MINUTE TIMED WRITING ASSESSMENT**

<b>Speed (GWAM)</b>	<b>Accuracy (NWAM)*</b>	<b>Grade</b>
135—150	131—145	90-100%
120—134	116—130	80-89%
105—119	102—115	70-79%
90—104	87—101	60-69%

\*Accuracy rate is based on 97% of GWAM.

# APPLY BUSINESS ADMINISTRATIVE SKILLS

## Filing Overview

**GOAL:** Students will file and retrieve paper records and manage electronic filing systems.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Manage filing systems. G2	CA1, 1.8	Manage filing systems by inspecting, indexing, coding, cross-referencing, sorting and filing paper records. Apply prescribed filing rules to file records according to alphabetic, numerical, subject and geographic systems. Use operating system software to create folders in directory; organize files into folders and copy, move and delete files; and create backup storage on floppy disk and/or CD/DVD.	Use practice set report sheets and timed finding tests to assess ability to manage paper filing systems. Use teacher's manual to decide on scoring and grading for your students. Objective test to assess overall understanding of filing rules, procedures, electronic media storage, records management supplies and retention policies could also be used. Use assessment <i>Electronic Filing</i> to evaluate organization of electronic filing systems.
Maintain electronic files. H9	CA3, 1.4		

# **APPLY BUSINESS ADMINISTRATIVE SKILLS**

## **Filing Teaching Points**

### **Overview**

The ability for businesses to record information and retrieve it quickly is a necessity. Even though technology has added other means of storing records such as floppy disks, CD/DVD, hard drive systems and microforms, paper documents continue to make up the largest percentage of stored information. The file clerk is an entry-level job in many businesses so skills in records management will enhance the employability of students. This activity involves applying filing rules to index, sort and file paper records with emphasis on placement accuracy of files, speed in retrieving paper records and ability to organize electronic files and backup data electronically.

### **Content Review**

The following are to be reviewed with the students:

1. Steps in filing process - - index, code, cross-reference, sort and file
2. Importance of filing for information retrieval and importance of accuracy of filing
3. Methods of filing - - alphabetic, numeric, geographic and subject
4. Alphabetic indexing rules
5. Records management principles and retention policies
6. Electronic file management - - where files are stored and where and how folders are created
7. Submission sheet with due dates for each activity

### **Activity Preparation**

Using a filing practice set available from any business textbook publisher will facilitate the learning of records management. Discuss the steps in the filing process. For each alphabetic indexing rule, discuss the rule, apply it to examples and practice exercises using the rule. Discuss importance of records management, legality of retaining certain records, retention policies, disposal of unneeded records and supplies used.

After completing sample practice exercises, students will use practice set to file cards and letters. Evaluate by checking accuracy of filed records and speed in retrieving selected records. Assessment is percent of correct answers on filing report sheet for each job. Finding/retrieval tests are based on finding specific records and recording information about those records in a specified time.

Students will use computer operating system software (i.e. Windows XP, 98, MAC, etc.) to manage electronic files by creating folders, organizing files by copying, moving, deleting and

creating backup storage on both floppy disk and/or CD/DVD. Evaluate by using a checklist as students are observed completing steps in electronic file management. Another option would be for students to use **Print Screen** command or **Alt Prt Scr** and paste to Word at certain intervals.

Consider using objective type test to assess understanding of filing rules, procedures, electronic media storage, records management supplies and retention policies.

Consider preparing a submission sheet with due dates for each activity in the filing kit that is used for the unit.

Create a folder named *Business* and place a minimum of 20 files in it. Name the files *File 1*, *File 2*, *File 3* . . . *File 20*. Add the word *Employment* to all even-numbered files, e.g., *File 2 Employment*, *File 4 Employment*, etc.

## **Resources**

### **Supplies and Materials Needed**

Filing practice sets for each student  
Filing supplies for viewing - - folders, guides, sort aids  
Computers with same operating systems

### **Web Sites**

Filing Equipment

<http://megastarsystems.com/?source=goto>

<http://www.datumfiling.com/>

<http://www.indexproducts.com/>

Filing Rules and Guidelines

<http://www.tlccarl.com/tlc/crs/scmc0004.htm>

[http://www.therecordscenter.com/filing\\_rules\\_library.htm](http://www.therecordscenter.com/filing_rules_library.htm)

### **Books, Articles and Other Resources**

Fosegan and Ginn. *Simplifile*, 5th ed. South-Western Educational Publishing, Cincinnati, Ohio, 2000.

Holmes and Conway. *Filing Made Easy*, 4<sup>th</sup> ed. Glencoe/McGraw-Hill, Columbus, OH, 2001.

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 10 “Managing Records.”

Stewart. *Gregg Quick Filing Practice*. Glencoe/McGraw-Hill, Columbus, OH, 2000.

West. *Records Management*. EMCParadigm, St. Paul, MN, 2002.

# APPLY BUSINESS ADMINISTRATIVE SKILLS

## Filing Assignment

### Activity Preparation and Assignment

#### Paper Filing

Participate in class discussion of records management systems, retention policies and filing supplies. Apply alphabetic indexing rules by completing practice exercises. Using practice set, follow directions to complete filing jobs:

1. Index, code, cross-reference, sort and file cards and letters
2. Fill out report sheet for each job
3. File alphabetically
4. File numerically
5. File geographically
6. File by subject

After each of the letter filing jobs, correct errors made on report sheet and take timed finding/retrieval test. In each test, you will be required to find ten letters, which may require the use of cross-reference sheets. Ten minutes is sufficient time to complete the test. If completed in less time, bonus points will be added to score; if completed in more time, penalty points will be subtracted from score.

#### Electronic Filing

Practice the following tasks in Windows Explorer. When prepared, notify teacher you are ready for observation and testing.

**\*\*Note:** Must be observed for multiple copying and/or multiple deletion of files/records

1. Change view to see details of stored files
2. Print directory
3. Sort files by date, type, size and name
4. Create folder in assigned drive or disk location named *Business* and rename it *BusTech*



5. Move a minimum of 15 files from root directory (as indicated by instructor) where files are located to *BusTech* folder
6. Create sub-folder under *BusTech* named *Records*
7. Print directory
8. Copy all files from *BusTech* to *Records*
9. Sort files in the *Records* folder by using two of the following categories: date, size, name and/or type. Print directory of the results of the two selected sorts.
10. Create backup by copying files 1-5 in *BusTech* to floppy disk
11. Create backup by copying all employment-related files to CD/DVD (if available). If not, use a floppy disk.
12. In *Records* delete files 1, 2, & 3 at same time
13. In *Records* delete files 4, 7, & 15 at same time
14. Highlight appropriate files on folder prints to show changes

# APPLY BUSINESS ADMINISTRATIVE SKILLS

## Electronic Filing

### Assessment

Criteria	3 Mastered	2 Requires Prompting	1 Not Mastered
Change view to see details of stored files			
Sort files by date, type, size and/or name (at least two used) for all stored files			
Create folder in assigned drive named <i>Business</i> and rename it <i>BusTech</i>			
Move minimum of 15 files from root directory in drive where files are located to <i>BusTech</i> folder			
Create sub-folder under <i>BusTech</i> named <i>Records</i>			
Copy all files from <i>BusTech</i> to <i>Records</i>			
Sort files in <i>Records</i> folder by two methods			
Create backup by copying files 1-5 in <i>BusTech</i> to floppy disk			
Create backup by copying all employment-related files to CD/DVD (if available)			
From <i>Records</i> sub-folder delete files 1, 2 & 3 at the same time			
From <i>Records</i> sub-folder delete files 4, 7 & 15 at the same time			
Submitted highlighted copies of print screen printed folders when needed			
<b>Total Points</b>			

**Not Mastered** = Attempted, and even with prompting, could not complete successfully. Any item receiving a **1** must be demonstrated at a **2** or **3**, but makeup points will not be given.

# EXPLORE CAREERS IN BUSINESS

## Overview

**GOAL:** Students will evaluate career opportunities in business and prepare a written career development plan utilizing assessment tools and analyzing career data.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Utilize career assessment tools (e.g., student interest survey, aptitude test). A1	CA1, 1.10	Utilize career assessment tools to determine career interests and select several business careers to research.	Use assessment <i>Explore Careers in Business</i> to evaluate the career development plan based on activities to be conducted along the timeline from current status to perceived career goal. Also assess evidence of information collected during the career assessment and career research stages: use of assessment tools and resources for career research. Accuracy of grammar, spelling and punctuation in writing will also be assessed.
Analyze various business careers by looking at salary, benefits, job requirements, educational requirements, employment outlook, etc. A2	CA3, 4.8	Using the <i>Occupational Outlook Handbook</i> (OOH) and similar sources, answer questions on selected careers to determine salaries; training, duties and responsibilities, qualifications of persons working in career; educational requirements; opportunities for advancement; and future outlook.	
Research career choice. A3	CA5, 1.2	Narrow your decision to one career area and write a career development plan that depicts timelines and specifies activities to achieve career goal.	
Prepare a career development plan. A3	CA3, 4.8		
Access information from professional, technical, and electronic resources. D6	CA3, 1.4		
Use correct grammar, spelling, and punctuation. D1	CA1, 2.2		

# EXPLORE CAREERS IN BUSINESS

## Teaching Points

### Overview

A person who prepares for the job market by exploring career options based on interests, reviewing resources for job requirements and completing and interpreting career assessment tools can better train to be the best candidate for a career in a particular business field. This assignment allows a person to use career assessment tools; select, analyze and research career options from electronic resources; and develop a career plan with consideration given to organization and writing skills.

### Content Review

Review and/or teach the following with the students:

1. Topics on working and career choices
  - a. What is a career?
  - b. What is a job?
  - c. Can a job impact a career?
  - d. What is personality and how does it impact career choices?
  - e. What is aptitude and how does it impact career selection?
  - f. Can interests impact career selection?
  - g. What if something is desired other than the career indicated by assessment tools? (How does desire and will power impact career and life choices?)
  - h. How does education impact career selections, salary and advancement ?
  - i. What is involved in planning and what steps are used in planning for a career and charting activities to reach a goal (problem solving)?
2. Accuracy of grammar, spelling, punctuation and capitalization; proofreading and editing
3. Interpreting career assessment tools
4. Graphical organizers and methods to organize information over timelines
5. Using information obtained from professional and technical journals, books and electronic resources

### Activity Preparation

Discuss with students preparation for a career and ways education, work history, student organizations, volunteer activities, etc. impact future employment opportunities. Have students diagram their current status (student and grade level), their perception of where they want to be in five years and activities they will have to participate in to reach that five-year goal. Some ways this information can be diagrammed are graphically, as a table or a chart, or as textual paragraphs (career development plan).

Brainstorm with the students questions that a person would want to have answered when researching a career: salary, requirements, advancement, education, working conditions, etc.

Have students use the Internet to locate various career information and tools.

- Career assessment tools
- Resources that can be used to research careers

Discuss the assignment with the students.

- Use the career assessment tools to determine career choice (career fit).
- Based on career options provided from assessment tools, select two careers to research.
- Use the OOH and other resources to research careers (obtain information on various careers).

## Resources

### Supplies and Materials Needed

Overhead projector or appropriate equipment for reviewing

Transparencies of graphical organizers, chartings, timelines, etc.

Computers with Internet connection

Hard copies of OOH, *Dictionary of Occupational Titles* and *Missouri Works*

Hard copies of career assessment tools

### Web Sites

The following Web sites provide career assessment tools:

<http://www.jobhuntersbible.com/counseling/counseling.shtml>

This site provides several career assessment and personality tools.

**\*\*The Princeton Review Quiz** (also called the Birkman Method) consisting of 24 questions

**\*\*The Career Interests Game** - - Exercises in color with career links

**\*\*The Career Key** - - This site also provides information on education beyond high school

**\*\*NOTE:** Clicking on a career area of interest links to the job title in the *Occupational Outlook Handbook*

<http://www.schoolfinder.com/careers/3step1.asp> (Consists of an 80-item questionnaire; you must register to complete the questions. **DO NOT request long report.**)

Click on a career area, and information similar to the *Occupational Outlook Handbook* will appear. A school listing will also be provided; schools are located in Canada (some even have e-tours).

<http://www.myfuture.com/career/interest.html> (has a 60-question career assessment and a 70-item personality test)

**The Career (Work Interest) Quiz:** The career options link to armed forces sites and compares civilian job titles to military job titles by responsibilities and requirements.

**The Personality Quiz:** A preliminary report is provided, but a more extensive reports costs approximately \$14.95. A listing of “famous” people who have similar personality types are also available at this site.

<http://www.personalitytype.com>

Upon completion of this quick personality quiz, a job listing will be provided.

The following Web sites link to the *Occupational Outlook Handbook* and similar sources:

Bureau of Labor Statistics: <http://stats.bls.gov/oco/>

The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as other countries. It provides great detail on outlook for the future as well as information on the current job market.

Missouri Works: <http://www.works.state.mo.us>

Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH. Use the following path to locate information similar to details from the *Dictionary of Occupational Titles*: Workforce Information → Labor Market Information (LMI) → Occupational Classifications. (The path may have changed since this publication, but you are looking for occupational classifications.)

America's Career InfoNet: <http://www.acinet.org/acinet/>

Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the “Career Videos” link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

+++++ for streaming videos on occupational areas ++++++ **(TEACHER NOTE: America’s Career InfoNet can also be used to locate career information for self-assessment. CAUTION!! Most instruments have fees.)**

- Review all Web sites on assignment sheet and any selected from the resources listing below to assure accuracy of Web addresses and changes to the site.
- List and/or collect additional Web sites or paper and pen tools on career/interest/personality/aptitude assessment. (Make necessary copies if paper assessment tools will be used.)

### **Books, Articles and Other Resources**

NBEA. (November 1999). *Keying In*, "Online Teaching Resources" 10(2).

NBEA. (January 1998). *Keying In*, "Electronic Resumes and Other Job Searches", p. 7.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

*Career Path Planner for Secondary Students; Missouri's Career Path Series*

Desborough, Kristin

Book -- 1. Explore career paths and your personality, and identify a career focus. 2. Develop skills to reach your career goals. 3. Make plans to pursue your career path interests [7015 — C&E 11.0000 CE17]

COLUMBIA, MO, INSTITUTE FOR WORKFORCE EDUCATION, 1998.

**(NOTE: pp. 3-4 has a sample pen and paper career assessment tool)**

*Career Explorer*

Hoffman, Thomas

Game -- Welcome to the world of career guidance! The objective of this game tool is to introduce your students to the career guidance process in a non-threatening and familiar way. Students will learn about career exploration. (secondary thru post-secondary) [3657 — C&E GAME 12]

CAREER EXPLORERS, 1994.

# EXPLORE CAREERS IN BUSINESS

## Assignment

**NOTE TO STUDENT: Read all directions before beginning the assignment!!**

A career development plan involves self-analysis, researching career options, comparing self-analysis with findings from research of career options and deciding steps to take to be prepared for the career choice and life goals.

**Self-Analysis:** Career assessment tools are used for self-analysis to determine interests, personality, aptitude, etc. to find a career match.

**Research:** Analysis of salaries, job and educational requirements, employment outlook and other aspects of jobs or occupational areas is completed by interviewing employees and employers and reviewing information in the *Occupational Outlook Handbook*, *Dictionary of Occupational Titles*, classified ads and other state, regional and national data sources.

**Compare:** Self-analysis compared with research on jobs and occupations provide insight on what is required and how it compares with a person's perceived skill level, abilities and aptitude.

**Decide:** A job decision is made based on a person's interests, job research, perceived skills, abilities, and aptitude as they "measure up" to what the employer expects.

After deciding how a person "measures up," a timeline, chart, flow chart, bubble or box diagram/chart, simple textual statements or a form of graphical organizer can be used to develop a plan to achieve what is required for the job.

**ASSIGNMENT:** Your assignment will be in three parts:

You will use the information collected via the Internet, printed sources and interviews to perform a career assessment (Part 1), career analysis and career search (Part 2). You will develop a chart, diagram, graphical organizer or a text-based document to show where you are and where you want to be in five years. Using this information, you will list appropriate activities within that time span to help you accomplish your five-year goal (Part 3). [The years should be determined by your plans to obtain a bachelors degree or not; the assumption is that you are a junior or graduating senior.]

### **PART 1: Utilize Career Assessment Tools**

Complete the tools from the Web sites listed below to determine your career interests based on personality questions, such as, what you like doing and where you like to go.

**\*\*Caution: Avoid clicking on something requiring a fee!**



Review the information from each site and write brief notes (to be keyed) answering the questions below. (Assessment will be based on the use of complete sentence/brief paragraph responses, content, language used, accuracy of grammar and the keying of your answers.)

<http://www.jobhuntersbible.com/counseling/counseling.shtml>

At this site, read “The Seven Rules About Taking Career Tests.”

Read the information on **The Princeton Review Quiz** (also called the Birkman Method, watch for both names) then complete the quiz consisting of 24 questions. **\*\*NOTE:** Clicking on a career area of interest will link to the job title in the *Occupational Outlook Handbook*. List at least seven of the careers (name this List 1) for a selection of two to be used later. Review information on several of the jobs to determine if it matches what you like doing or wait and use the sites listed in **Part 2: Research careers in business**.

<http://www.personalitytype.com>

Upon completion of the personality quiz at this site, a job listing will be provided. Make notes as needed to answer the appropriate questions below. List at least seven of the careers (name this List 2) for a selection of two to be used later.

**Question:** What are at least seven careers that match what you would like or might consider doing?

**Question:** What personality type was indicated for you based on answers to questions?

**Question:** Did the career areas agree between/among the selected personality and career tools?

**Question:** Do you agree with the results about which careers would be good for you? Why do you or why don't you agree?

**From List 1 of seven careers and List 2 of seven careers, find a match for two that appear on both lists or use two similar careers for PART 2.**

## **PART 2: Research Careers in Business**

Use one of the Web sites listed below to locate information on at least two career areas based on the results from the career assessment tool(s). Make (Print) copies of information on each career area or job title selected.

Read, highlight and analyze the information from career areas resulting from the career assessment. Using a two-column method with questions in one column and answers in the other or in paragraph form with the question as the paragraph head and answers beneath, answer the following questions for at least two job titles or career areas. Format an attractive document for each career. The underscored and italicized words can be used as headings for each question to be answered. Write the answers to reflect an appropriate style; do not lift/quote verbatim statements from text.

1. What is the nature of work performed?
2. What type of working conditions could a person expect in this occupation?
3. What is the current employment outlook in this occupational area?
4. What training and other qualifications should a person possess for the occupational area?
5. Do advancement opportunities exist? If so, what are the opportunities and what requirements for advancement are needed?
6. What is the job outlook for future employment in the area (explain terminology such as “grow as fast as the average” and others that may be used)?
7. What is the salary a person can expect for the career area (earnings; explain the different ways the salary may be listed: what is meant by average and median salaries or other terms that may be used)? If the salary changes based on advancement, discuss the impact (how, why and how much money).
8. Are any related occupations suggested for a person in this particular career? If so, list not more than three.

Bureau of Labor Statistics: <http://stats.bls.gov/oco/>

The *Occupational Outlook Handbook* (OOH) has information on almost every job performed in the United States as well as other countries. It provides great detail on the outlook for the future as well as information on the current market.

Missouri Works: <http://www.works.state.mo.us>

Missouri Works indicates what is happening in Missouri and also provides links to similar information as that found in the OOH. Use the following path to locate information similar to details from the *Dictionary of Occupational Titles*: Workforce Information → Labor Market Information (LMI) → Occupational Classifications. (The path may have changed since this publication, but you are looking for occupational classifications.)

America's Career InfoNet: <http://www.acinet.org/acinet/>

Using this site, go to Career Exploration then View Career Videos to learn more about nearly 300 selected occupations or see if the “Career Videos” link is available on the homepage, download real player (free) if needed. The videos are also closed-captioned.

### **PART 3: Career Development Plan**

Select one of the two career areas researched for a career development plan. Use a chart, diagram, graphical organizer or a text-based document to show your current status and your career goal five years from now. Indicate activities within the five-year time continuum to help you accomplish your goal.

Use the information from the career assessment and research to determine the skills to be developed and the knowledge that will be needed in the career chosen. The difference between the skills and knowledge needed in a career and your current status will serve as a guide for what will be needed in the career development plan. Use the difference to determine activities to go in the career development plan along the established time lines. Time lines for each year or semester (high school or college) and expected activities to help achieve the career goal are examples of what could be done. Using volunteer and organization activities could also show development of attitudes, skills, knowledge and work ethics.

Submit all information in a well-organized method in a two-pocket folder.

# EXPLORE CAREERS IN BUSINESS

## Assessment

Criteria	10-9	8-7	6-5	
<b>Part 1 - - Career Assessment Tools</b>				
<input type="checkbox"/> Two lists of 7 careers choices/titles provided (14 total; some repeats may occur between lists) <input type="checkbox"/> From list of 7 careers, 2 were selected and indicated <input type="checkbox"/> Personality type indicated <input type="checkbox"/> Statement on agreement between the personality and career tools/instruments <input type="checkbox"/> Statement on agreement between the career information and personal choice of careers <input type="checkbox"/> Support statement on why you did or did not agree with information	Information provided for all criteria	Information provided for 5 criteria	Information provided for 4 criteria	Information provided for 1-3 criteria
English mechanics are appropriate (word choice, grammar, punctuation, typos, etc.) <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Part 2 - - Research Careers in Business</b>				
<input type="checkbox"/> Answers provided from the first 7 questions <input type="checkbox"/> Answers were not lifted verbatim from the information <input type="checkbox"/> Paragraph method or 2-column method used to answer questions <input type="checkbox"/> Appropriate headings used to answer questions <input type="checkbox"/> Copies provided of the two jobs selected <input type="checkbox"/> Copies are highlighted appropriately – key words not entire paragraphs	Information provided for all criteria	Information provided for 5 criteria	Information provided for 4 criteria	Information provided for 1-3 criteria
English mechanics are appropriate (word choice, grammar, punctuation, typos, etc.) and writing reflects summarizing and rephrasing from sources <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				

Criteria	10-9	8-7	6-5	4-0
<b>Part 3: Career Development Plan</b>				
<input type="checkbox"/> One career area selected <input type="checkbox"/> Appropriate graphical organizer used for charting timeline <input type="checkbox"/> Current position shown on timeline <input type="checkbox"/> Appropriate marks in time shown on timeline (every year for high school or every semester for college) <input type="checkbox"/> Appropriate activities listed at marks in time (represent choice of career) <input type="checkbox"/> Evident use of information from career assessment and career research	Information provided for all criteria; quantity and quality of information provided is exemplary	Information provided for 5 criteria; quantity and quality of information provided is satisfactory	Information provided for 4 criteria; quantity and quality of information provided needs improvement in several areas	Information provided for 1-3 criteria; quantity and quality of information needs considerable improvement to be acceptable
English mechanics are appropriate (word choice, grammar, punctuation, typos, etc.); phrases and clauses used instead of sentences <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>TOTAL Points</b>				

# PREPARE FOR EMPLOYMENT

## Resume and Application

### Overview

**GOAL:** Students will prepare for employment by composing a resume and completing a job application.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Prepare a resume. B2	CA1, 2.6	Prepare a resume for paper distribution using language suitable for resumes and a format approved by your teacher. Accept constructive criticism from teacher, make suggested editing changes, and produce five mailable copies. Complete a job application using information on resume.	Use the <i>Resume</i> assessment to evaluate the resume based on format, content, accuracy and workplace behavior. Use the <i>Application</i> assessment to evaluate the application based on content and accuracy.
Complete a job application. B4	CA1, 2.6		
Use appropriate language. F7	CA1, 2.3		
Demonstrate positive behavior when given direction, criticism, and comment. F5	SS6, 1.10		

# **PREPARE FOR EMPLOYMENT**

## **Resume and Application**

### **Teaching Points**

#### **Overview**

A major part of the job search involves integrating personal history about education, work experience and skills into a personal resume. A completed resume is then available to use to complete job applications - - the first step for most businesses when hiring employees. This activity considers accuracy and neatness of completed application, format/style of resume, exactness of editing and proofreading, organization and content of resume and use of software to produce resumes ready to distribute. Also considered is the willingness of students to accept comments and suggestions concerning changes in the resume.

#### **Content Review**

The following are to be reviewed with the students:

1. Sources - - Web sources, employment pamphlets and resume samples
2. Methods to use to compare and contrast information for seeking agreement in sources
3. Importance of using action verbs
4. Formatting expectations - - online resumes and paper resumes (scannable and enhanced)
5. Various types of resumes - - which type students should use
  - a. Chronological
  - b. Functional
  - c. Target
  - d. Combination
  - e. Other
6. What is an objective or employment goal? Should one be used?
7. Selecting references and getting permission to use those selected
8. Use or non-use of resume wizards
9. Completion of application forms and legality involved when completing and signing

#### **Activity Preparation**

Review all Web sites to assure accuracy of Web addresses and sites suggested on assignment for students to use. Discuss/review information students obtain from Web sites to ensure understanding.

Locate sample resumes from job search pamphlets, books and personal files.

Obtain list of action verbs to give students.

Discuss completion of application forms including reading before filling in blanks and using black ink, printing or cursive writing. Discuss using N/A or dashed line rather than leaving

blanks and using resume to complete applications. Obtain application forms from local businesses. Discuss difficult questions such as expected salary.

Have students search Web sites to learn techniques for creating resumes. They should compare various sites to determine similarities and differences and use the information recommended most frequently when preparing their resume.

Discuss paper (scannable and enhanced) and online resumes. Point out the importance of preparing the resume to be scanned, stressing the use of key words. If you have text scanning software, you may want to scan an attractive paper resume that uses enhancements and then scan a simple version of the same resume to illustrate the effects.

Have students summarize personal information relating to education, employment, organizations, activities, etc. and prepare a resume for paper distribution using correct grammar, spelling and punctuation. Discuss with students the different types of resumes and advantages/disadvantages of each relating to experience, age and other variables in resume development.

Teacher will evaluate and make editing suggestions. Students will apply proofreading and editing skills to make corrections and print five copies on bond paper for future job search. After completion of resume, students will use information on resume to complete a job application.

## **Resources**

### **Supplies and Materials Needed**

Computer with Internet connection  
Paper for first-drafts and high-quality paper for final drafts  
Application forms  
Overhead projector or appropriate equipment for reviewing  
Transparencies of sample resumes and blank applications

### **Web Sites**

The following Web sites should provide tips for preparing effective resumes:

<http://resume.monster.com/>

Resume Center includes samples, component explanations, resume do's and don'ts and an online quiz to check resume. It has a good example of resume for administrative assistant/office manager and advice for those without much experience.

<http://www.rpi.edu/dept/llc/writecenter/web/resume.html>



The Writing Center at Rensselaer Institute, Troy, NY, features a detailed introduction/overview of resume writing written in a more conversational style than other sites. It has a list of action verbs and descriptive adjectives.

<http://www.kirkwood.cc.ia.us/careerresources/quest/q2reswks.htm>

Designed for use by college students, it contains a guided resume worksheet that can be printed and completed. It has a table of action verbs under the headings of management skills, communication skills, clerical/detail skills, creative skills and teaching skills.

<http://owl.english.purdue.edu/handouts/pw/index.html>

Online Writing Lab of Purdue University. This site visually shows a resume with hyperlinks to each section, where detailed information is given about that section and writing suggestions.

<http://jobstar.org/tools/resume/>

JobStar Central includes sample resumes for chronological, functional, electronic and curriculum vitae as well as general resume tips. One sample is for a student seeking part-time employment.

[www.eresumes.com/tut\\_scanresume.html](http://www.eresumes.com/tut_scanresume.html)

Information on developing ASCII, HTML, Web, key word and scannable resumes.

Web sites with information on preparing scannable resumes:

[www.sc.edu/career/pdf/scanresume.pdf](http://www.sc.edu/career/pdf/scanresume.pdf)

[www.wvltv.com/gumbo/articles/resumes.htm](http://www.wvltv.com/gumbo/articles/resumes.htm)

### **Books, Articles and Other Resources**

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 13 “Personal and Career Development.”

*Planning Your Job Search*. Free pamphlet from Job Service, Missouri Department of Labor and Industrial Relations, Division of Employment Security. Contents include assessing job skills, sources of job information, cover letters, resume, interview and testing.

*The Job Hunting Handbook, Job Outlook to 2006*. Dahlstrom & Company, 1998. Price approximately \$4 each with quantity discounts to schools and instructor guide (800-222-0009).

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

*Resumes, Cover Letters and Portfolios: Tools to Land the Job You Want - Job Connection Video Series*

Video; 20 min -- Learn about three types of resumes and how to write each --functional, chronological and combination. Portfolio can show your job skills -- what to include to showcase your skills, talents and abilities. Learn about cover letters. [7150 —

BE VIDEO 44] ATLANTIC BEACH, FL, LINX EDUCATIONAL PUBLISHING, INC., 1999.

*Resume Magic: Trade Secrets of a Professional Resume Writer*

Whitcomb, Susan Britton

Book; \$20 -- Tools to carry out a successful, self-directed job search and produce a standout resume to locate the right employment. [6791 – C&E 12.0000 JS38] INDIANAPOLIS, IN, JIST WORKS, INC, 1999.

*Resumes That Knock 'Em Dead*

Yate, Martin

Book -- From the #1 bestselling resume book, learn how to turn plain facts of your skills and background into a powerful sales pitch; make resume stand out, catch an employer's attention and make them want to hire you and learn how to create an electronic resume. [10948 – C&E JS24] ADAMS MEDIA CORP., 1998.

# PREPARE FOR EMPLOYMENT

## Resume and Job Application Assignment

### Activity Preparation and Assignment

Study the examples of resumes on the Web sites listed below and those provided by your teacher from other sources. Differentiate formatting between online and paper (scannable and enhanced) resume examples. Summarize your personal information relating to education, employment, organizations, activities, etc. and complete the following activities:

1. Prepare a resume for paper distribution (scannable and enhanced formats) using key words, correct grammar, spelling and punctuation and appropriate resume style. (Determine type of resume based on research and class discussions.)
2. Submit first draft for teacher evaluation and editing suggestions.
3. Apply proofreading and editing skills to make all corrections.
4. Print five copies on bond paper for use in your future job search.
5. Complete a job application (provided by your teacher) printed in black ink and using information from the resume.

### Web Sites

<http://resume.monster.com/>

<http://www.rpi.edu/dept/llc/writecenter/web/resume.html>

<http://www.kirkwood.cc.ia.us/careerresources/quest/q2reswks.htm>

<http://owl.english.purdue.edu/handouts/pw/index.html>

# PREPARE FOR EMPLOYMENT

## Resume Assessment

<b>Resume Content</b> <i>Degree to which each is complete and thorough</i>	<b>Outstanding</b> <b>5</b>	<b>Sufficient</b> <b>4-3</b>	<b>Partial</b> <b>Success 2-1</b>	<b>Insufficient</b> <b>0</b>	<b>Score</b> <b>Total</b>
<input type="checkbox"/> Heading includes name, address, phone number, e-mail					
<input type="checkbox"/> Includes career objective					
<input type="checkbox"/> Lists current educational status					
<input type="checkbox"/> Lists employment in reverse chronological order					
<input type="checkbox"/> Uses action verbs in describing duties for each job					
<input type="checkbox"/> Uses consistent verb phrases (present tense for current job/past tense for previous jobs)					
<input type="checkbox"/> Notes length of employment and whether full or part-time					
<input type="checkbox"/> Lists technology skills					
<input type="checkbox"/> Lists activities/organizations/leadership responsibilities					
<input type="checkbox"/> Includes awards, honors, service projects					
<input type="checkbox"/> Includes references (3-4)					
<input type="checkbox"/> Gives phone numbers for references					
<input type="checkbox"/> Uses appropriate language for resume					/65
<b>Resume Format - - Degree to which each is acceptable</b>	<b>5</b>	<b>4-3</b>	<b>2-1</b>	<b>0</b>	
<input type="checkbox"/> 1-2 pages including references					
<input type="checkbox"/> Well balanced and attractive format/style					
<input type="checkbox"/> Simple format (non-enhanced/scannable)					
<input type="checkbox"/> Shows emphasis with bold, italics, underlines, bullets (enhanced)					/20
<b>Resume Accuracy - - From 15 points, subtract 1 for typos and major (grammar and spelling) errors and .5 for minor (punctuation) and spacing errors</b>	<b>15</b>	<b>14-10</b>	<b>9-5</b>	<b>4-0</b>	
<input type="checkbox"/> Resume uses correct grammar, spelling and punctuation					/15
<b>Workplace Behavior - - Degree to which each is acceptable or resubmissions</b>	<b>5</b>	<b>4-3</b>	<b>2-1</b>	<b>0</b>	
<input type="checkbox"/> First draft turned in as directed and on time					
<input type="checkbox"/> Willingly accepted suggested changes					
<input type="checkbox"/> Editing changes corrected					
<input type="checkbox"/> Five copies printed on appropriate paper					/20
<b>Resume Total Score</b>					<b>/120</b>

# PREPARE FOR EMPLOYMENT

## Application Assessment

<b>Application Content</b> <i>Degree to which each is met</i>	<b>Success</b> <b>3</b>	<b>Needs Work</b> <b>2-1</b>	<b>No</b> <b>0</b>	<b>Score</b> <b>Total</b>
<input type="checkbox"/> Completed in black ink				
<input type="checkbox"/> Neat				
<input type="checkbox"/> All questions answered				
<input type="checkbox"/> Blanks filled appropriately with N/A or -----				
<input type="checkbox"/> Education listed appropriately				
<input type="checkbox"/> Employment listed in reverse chronological order				
<input type="checkbox"/> Length of employment and full or part-time noted				
<input type="checkbox"/> Job title and supervisor's name listed				
<input type="checkbox"/> Technology skills listed if given opportunity				
<input type="checkbox"/> Activities/organizations/honors/service projects listed				
<input type="checkbox"/> References (3-4) with phone numbers included				
<input type="checkbox"/> Signed and dated				
<input type="checkbox"/> Submitted on time				
<b>Application Sub-Total</b>				<b>/39</b>
<b>Application Accuracy</b> <i>- 1 per error</i>	<b>Perfect</b> <b>11</b>	<b>Acceptable</b> <b>11-10</b>	<b>Needs Work</b> <b>6-0</b>	
Free from spelling and other errors				
<b>Application Total</b>				<b>/50</b>

# PREPARE FOR EMPLOYMENT

## Portfolio - - Letters

### Overview

**GOAL:** Students will prepare for employment by creating a portfolio with various employment letters.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Compose a letter of application. B3	CA1, 2.6	Compose letters for an employment portfolio to include a letter of application promoting yourself and skills, a thank-you letter to say “I appreciate” the interview and restating your desire for the position, **a letter accepting the job with the agreement of terms for employment and **a letter declining a job offer. Use correct English mechanics and appropriate language for employment.	Use the Prepare For Employment <i>Portfolio Assessments - - Application Letter, Thank-You Letter, Acceptance Letter and Decline Letter</i> (as appropriate). Assessment will evaluate the letters based on format/style, organization, content of language to support employment letter, type of letter in the portfolio, proofreading and editing.
Compose a follow-up (i.e., thank you) letter. B8	CA4, 2.6		
**Compose letters accepting and declining a job offer. B9	CA4, 2.6		
Use appropriate language. F7	CA1, 2.3		
Compose business correspondence. D5	CA1, 2.7		
Apply proofreading and editing skills. D2	CA1. 2.2		

\*\*optional

# **PREPARE FOR EMPLOYMENT**

## **Portfolio - - Letters**

### **Teaching Points**

#### **Overview**

Composing and producing quality correspondence is vital in the job search. Job seekers who take the time to compose and key quality letters of application, follow-up letters and letters accepting or declining job offers will enhance their opportunities. This activity considers format/style of letters, exactness of editing and proofreading, organization and content of letters and use of software to produce mailable letters.

#### **Content Review**

The following are to be reviewed with the students:

1. Style, organization and content of employment letters (examples should be provided)
2. Letter formatting expectations: block, simplified, modified and appropriate use of each
3. Information on employment letters students obtain from Web sites
4. Procedure for comparing and contrasting information on Web sites
5. Variations in style required for each type of employment letter
6. Any specifics desired by teacher not stated on activity
7. Discussion that letters should “sell” the applicant’s skills and support the resume to get the applicant an interview

#### **Activity Preparation**

Review all Web sites to assure accuracy of Web addresses and other changes at Web locations. Locate sample letters from businesses, job search pamphlets, letter writing books and online sources to review with students. Consider using transparencies of printed letters and/or projecting online examples for review.

Have students search Web sites to learn techniques for writing employment letters. They should compare various sites to determine similarities and differences and use the information recommended most frequently when writing their letters.

Determine which aspects of the activity to use for the assignment. Students could use actual classified ads or imaginary businesses for their letters of application, letters accepting a job offer and letters declining a job offer. Follow-up and thank-you letters could be written after students participate in a mock interview. Students frequently have difficulty composing correspondence. Remind them to use the “you approach” when writing letters. This means focusing on the writer and not themselves even though these are employment letters. Suggest that when they finish their letters, they count the number of sentences that begin with I, and then rewrite to change some of them. For example, “My enclosed resume” rather than “I am enclosing my resume” and “The administrative assistant position you advertised . . .” rather

than “I am interested in the administrative assistant position you advertised” are easy changes. For all letters, consider doubling the weight of content and proofreading/editing sections on the assessment guides.

Discuss ways to address the recipient when name is not known to avoid “To whom it may concern.”

As an enrichment activity, consider having a guest speaker from a local Human Resources Department.

Consider having students rewrite letters until they are mailable. However, decide how assessment will be determined for rewrites.

## **Resources**

### **Supplies and Materials Needed**

Paper  
Overhead projector or projection equipment for review  
Computer with Internet connection  
Examples of letters, which will be included in the portfolio (application, thank-you, etc.)  
Dictionary, Thesaurus, Reference Manual

### **Web Sites**

The following Web sites should provide tips for writing effective employment letters:

<http://owl.english.purdue.edu/handouts/pw/index.html>

Online Writing Lab of Purdue University. This site visually shows a cover letter with hyperlinks to each section, where detailed information is given about that section and writing suggestions. Site is very detailed but easy to read and understand.

<http://www.careerlab/letters/default.htm>

Features First and Best Cover Letters and How to Write a GREAT Letter.

<http://www.monster.com/coverletter/>

Sample cover letters include declining an offer and application letters for unadvertised jobs.

[http://www.rensselaer.edu/web/writingcenter/cover\\_letter.html](http://www.rensselaer.edu/web/writingcenter/cover_letter.html)

Includes letter writing suggestions and examples.

<http://jobstar.org/tools/resume/cletters.htm>

JobStar Central has sample cover letters for responding to an ad and a cover letter template.



## **Books, Articles and Other Resources**

Dahlstrom. *The Job Hunting Handbook, Job Outlook to 2006*. Dahlstrom & Company, Holliston, MA, 1998. Price approximately \$4 each with quantity discounts to schools and instructor guide (800-222-0009).

*Planning Your Job Search*. Free pamphlet from Job Service, Missouri Department of Labor and Industrial Relations, Division of Employment Security. Contents include assessing job skills, sources of job information, cover letters, resume, interview and testing. Contact nearest Job Service office.

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 13 "Personal and Career Development."

Clark, Zimmer and Tinervia. *Business English and Communication*. Glencoe Macmillan/McGraw-Hill. Columbus, OH, 1994. Chapter 11 "Employment Communication," pages 494-502.

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

*Resumes, Cover Letters and Portfolios: Tools to Land the Job You Want -- Job Connection Video Series*

Video; 20 min -- Learn about three types of resumes and how to write each -- functional, chronological and combination. Portfolio can show your job skills -- what to include to showcase your skills, talents and abilities. Learn about cover letters. [7150 — BE VIDEO 44] ATLANTIC BEACH, FL, LINX EDUCATIONAL PUBLISHING, INC., 1999.

# PREPARE FOR EMPLOYMENT

## Portfolio - - Letters Assignment

### Activity Preparation

Study the letters of employment examples - - application/cover letter, follow-up letter, letters to accept and decline offers - - on the Web sites listed below and those provided by your teacher from other sources. Look for similarities among sources to determine what is most often recommended. Remember that these examples are not always formatted correctly - - use your teacher's guidelines for format. Choose one of the following situations and compose a letter of application. Refer to your resume.

1. Compose a letter in answer to an advertised job. Be sure in your letter to state where you saw the ad - - newspaper, trade journal, online, etc.
2. Compose a letter to a business in your chosen career. You are planning to attend college in this city and are looking for a full-time summer job and a part-time job during the school year. You are seeking employment with the company even though they have not advertised an available job.

After completion of the interview (or interview discussion), compose the following employment letters:

1. A follow-up letter thanking the person who interviewed you
2. A letter accepting the job offer you received during your interview
3. A letter declining the job offer you received during your interview; be sure to use the "bad news" method of writing letters with negative messages

### Web Sites

<http://www.careerlab.com/letters/link002.htm>

<http://www.careerlab.com/letters/intro14.htm>

<http://www.monster.com/coverletter/>

[http://www.rensselaer.edu/web/writingcenter/cover\\_letter.html](http://www.rensselaer.edu/web/writingcenter/cover_letter.html)

<http://owl.english.purdue.edu/handouts/pw/index.html>

## PREPARE FOR EMPLOYMENT

### Portfolio - - Application Letter Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Format/Style</b> <input type="checkbox"/> Acceptable business style <input type="checkbox"/> Correct spacing used between parts <input type="checkbox"/> Return address included <input type="checkbox"/> All parts included	All format/style criteria correct	Three format/style criteria correct	Two format/style criteria correct	One format/style criterion correct
<b>Organization</b> <input type="checkbox"/> Well organized <input type="checkbox"/> Addressed to person/department <input type="checkbox"/> Short and to the point <input type="checkbox"/> Courteous	All organization criteria correct	Three organization criteria correct	Two organization criteria correct	One organization criterion correct
<b>Content</b> <input type="checkbox"/> States specific position sought <input type="checkbox"/> Lists skills/attributes relevant to position <input type="checkbox"/> Refers to enclosed resume <input type="checkbox"/> Requests follow up interview <input type="checkbox"/> Uses "you approach" (not I, I, I)	All content criteria correct	Four content criteria correct	Three content criteria correct	Two or fewer content criteria correct
<b>English Mechanics and Proofreading/Editing</b> English mechanics (spelling, punctuation and grammar); appropriate language for employment; error correction <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions	All production/ completion criteria correct	One day late or didn't follow directions	Two days late or didn't follow directions	Three or more days late
<b>Total Points</b>				

# PREPARE FOR EMPLOYMENT

## Portfolio - - Follow-Up Letter

### Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Format/Style</b> <input type="checkbox"/> Acceptable business style <input type="checkbox"/> Correct spacing used between parts <input type="checkbox"/> Return address included <input type="checkbox"/> All parts included	All format/style criteria correct	Three format/style criteria correct	Two format/style criteria correct	One format/style criterion correct
<b>Organization</b> <input type="checkbox"/> Well organized <input type="checkbox"/> Addressed to person/department <input type="checkbox"/> Short and to the point <input type="checkbox"/> Courteous	All organization criteria correct	Three organization criteria correct	Two organization criteria correct	One organization criterion correct
<b>Content</b> <input type="checkbox"/> States thank you in first paragraph <input type="checkbox"/> Mentions positive aspects of interview <input type="checkbox"/> Expresses continued interest <input type="checkbox"/> Requests further contact <input type="checkbox"/> Uses “you approach” (not I, I, I)	All content criteria correct	Four content criteria correct	Three content criteria correct	Two or fewer content criteria correct
<b>English Mechanics and Proofreading/Editing</b> English mechanics (spelling, punctuation and grammar); appropriate language for employment; error correction <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions	All production/ completion criteria correct	One day late or didn't follow directions	Two days late or didn't follow directions	Three or more days late

# PREPARE FOR EMPLOYMENT

## Portfolio - - Acceptance Letter

### Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Format/Style</b> <input type="checkbox"/> Acceptable business style <input type="checkbox"/> Correct spacing used between parts <input type="checkbox"/> Return address included <input type="checkbox"/> All parts included	All format/style criteria correct	Three format/style criteria correct	Two format/style criteria correct	One format/style criterion correct
<b>Organization</b> <input type="checkbox"/> Well organized <input type="checkbox"/> Addressed to person/department <input type="checkbox"/> Short and to the point <input type="checkbox"/> Courteous	All organization criteria correct	Three organization criteria correct	Two organization criteria correct	One organization criterion correct
<b>Content</b> <input type="checkbox"/> Expresses appreciation for offer <input type="checkbox"/> Accepts offer graciously and states any conditions <input type="checkbox"/> Assures writer that decision was right <input type="checkbox"/> States when available to start work <input type="checkbox"/> Uses "you approach" (not I, I, I)	All content criteria correct	Four content criteria correct	Three content criteria correct	Two or fewer content criteria correct
<b>English Mechanics and Proofreading/Editing</b> English mechanics (spelling, punctuation and grammar); appropriate language for employment; error correction <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions	All production/ completion criteria correct	One day late or didn't follow directions	Two days late or didn't follow directions	Three or more days late

# PREPARE FOR EMPLOYMENT

## Portfolio - - Decline Letter

### Assessment

Criteria	10-9 Outstanding	8-7 Sufficient	6-5 Partial Success	4-0 Little Success
<b>Format/Style</b> <input type="checkbox"/> Acceptable business style <input type="checkbox"/> Correct spacing used between parts <input type="checkbox"/> Return address included <input type="checkbox"/> All parts included	All format/style criteria correct	Three format/style criteria correct	Two format/style criteria correct	One format/style criterion correct
<b>Organization</b> <input type="checkbox"/> Well organized <input type="checkbox"/> Addressed to person/department <input type="checkbox"/> Short and to the point <input type="checkbox"/> Courteous	All organization criteria correct	Three organization criteria correct	Two organization criteria correct	One organization criterion correct
<b>Content</b> <input type="checkbox"/> Expresses appreciation for offer <input type="checkbox"/> States positive aspect of company/offer <input type="checkbox"/> Declines offer graciously <input type="checkbox"/> Retains goodwill for future <input type="checkbox"/> Uses “you approach” (not I, I, I)	All content criteria correct	Four content criteria correct	Three content criteria correct	Two or fewer content criteria correct
<b>English Mechanics and Proofreading/Editing</b> English mechanics (spelling, punctuation and grammar); appropriate language for employment; error correction <i>Subtract -1 from 10 for each error and record the number, e.g., perfect = 10; 1 error = 9; 2 errors = 8; etc.</i>				
<b>Production/Completion</b> <input type="checkbox"/> Completed on time <input type="checkbox"/> Followed all directions	All production/ completion criteria correct	One day late or didn't follow directions	Two days late or didn't follow directions	Three or more days late

# PREPARE FOR EMPLOYMENT

## Interview

### Overview

**GOAL:** Students will participate in an interview and demonstrate appropriate behaviors and communication skills.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Differentiate between legal and illegal pre-employment questions. B6	SS1, 4.2	After class discussion and/or viewing a video, students will differentiate between legal and illegal pre-employment questions. They will participate in mock job interviews, which may include illegal pre-employment questions. During interviews, students will demonstrate professional appearance, communicate effectively (both verbally and nonverbally) and use proper business etiquette during introductions and closings. Answers given to interview questions should demonstrate effective listening skills.	Use the assessment <i>Class Video Discussion</i> to evaluate student participation in class video discussion. Use the assessment <i>Interview</i> to evaluate the interview based on first impression, communication skills, attributes and attitudes, business etiquette and professional appearance. Interviews may be videotaped for students to evaluate their own performances.
Participate in a mock interview for a job. B7	CA6, 4.8		
Demonstrate proper professional appearance. F8	SS6, 2.6		
Demonstrate proper business etiquette. F15	CA7, 1.10		
Demonstrate effective listening skills. D9	CA5, 2.6		
Demonstrate and interpret nonverbal communication. D8	CA5, 2.3		

# **PREPARE FOR EMPLOYMENT**

## **Interview Teaching Points**

### **Overview**

Preparing for a successful interview is vital in the job search. Prepared students can differentiate between legal and illegal pre-employment questions, be poised during the interview process, present a professional appearance, listen effectively and communicate effectively. This activity considers the student's appearance and demeanor during an interview, ability to communicate verbally and nonverbally, proper business attire and etiquette.

### **Content Review**

The following are to be reviewed with the students:

1. Interview sources - - Web sites, employment pamphlets, books for ideas about interview questions and answers
2. Professional dress sources - - magazines or catalogs for appropriate business dress for interviews
3. Business dress codes and importance of first impressions
4. Use of sources to find most frequently asked questions
5. Interview questions and best ways to answer
6. Legal and illegal pre-employment questions and ways to handle illegal questions during an interview
7. Verbal and nonverbal communication
8. Discussion of concepts presented in video(s)

### **Activity Preparation**

Review all Web sites to assure accuracy of Web addresses. Obtain interview questions from businesses, job search pamphlets and online sources to review with students. Project online examples for review and discussion.

Order videos from CATER on topics of interviewing and business dress. After showing videos, participate in class discussions.

Discuss appropriate business dress. Review FBLA's national dress code and its application to the business workplace. Review catalogs, magazines and online stores for good and bad examples of professional dress. Discuss meaning of "business casual." Students could prepare professional dress outfit from catalogs and magazines.

After class discussion of interview questions and suggested responses, brainstorm to choose 10-15 most frequently asked interview questions from sources reviewed. Have students key



and print their answers to these questions. Actually keying answers requires students to focus on their responses, therefore, preparing them for the oral interview.

As an enrichment activity, consider having a local business manager interview students in the place of business after participating in interview by teacher.

## **Resources**

### **Supplies and Materials Needed**

Computer with Internet connection  
Projection equipment for review of interview Web sites  
VCR to show videos, television monitor  
Catalogs and magazines of clothes  
Examples of business dress  
Interview questions - - legal and illegal

### **Web Sites**

The following Web sites should provide tips for job interviews:

<http://www.google.com/search?q=cache:pXzhEfmnlqQC:www.southernct.edu/departments/ex/careers/interview.pdf+%2250+Questions+Most+Commonly+Asked+at+Interviews&hl=en&ie=UTF-8>

Includes list of 50 questions most commonly asked at interviews and common probing questions from the Endicott Survey, published by the Placement Center of Northwestern University

<http://interview.monster.com>

Career advice, virtual interviews, interview tips and other interview-related information

<http://www.rwsa.com/ACCESS-RECRUIT/interview.html>

Questions in various categories and tips for interviewing

<http://www.collegegrad.com/book/15-7.shtml>

Most important interview nonverbals

<http://www.sla.org/chapter/ctor/toolbox/career/success.htm>

How to have a successful job interview including ways to answer interview questions

## **Books, Articles and Other Resources**

*Planning Your Job Search.* Free pamphlet from Job Service, Missouri Department of Labor and Industrial Relations, Division of Employment Security. Contents include assessing job skills, sources of job information, cover letters, resume, interview and testing. Contact nearest Job Service office.

Dahlstrom. *The Job Hunting Handbook, Job Outlook to 2006.* Dahlstrom & Company, Holliston, MA, 1998. Price approximately \$4 each with quantity discounts to schools and instructor guide (800-222-0009).

Fry. *101 Great Answers to the Toughest Interview Questions*, 4th ed. Career Press, Franklin Lakes, NJ.

Oliverio, Pasewark and White. *The Office: Procedures and Technology*, 4<sup>th</sup> ed. South-Western Educational Publishing, Cincinnati, OH, 2003. Chapter 13 "Personal and Career Development." (Textbook)

Obtain books, videos and other materials from Career and Technical Education Resources (CATER).

CATER: <http://www.cater.missouri.edu/>

### *Interviewing: No-Brainers*

Video; 60 min. -- Insightful presentation helps students learn tricks from emphasizing their strengths to responding to different questions. Prepare for the interview, answer questions with confidence and more. [7761 — BE VIDEO 82] CEREBELLUM, 1998.

### *Make the Interview Count; Job Connection Video Series*

Video; 20 min; Covers the six P's of job interviews: preparation, practice, presentation, powerful interview, post-interview, ponder the position. Also covers telephone interviews, informational interviews and video interviews. [7152 — BE VIDEO 43] ATLANTIC BEACH, FL, LINX EDUCATIONAL PUBLISHING, INC., 1999.

### *Casual Success: Dress for Work & Leisure*

Video -- Learn how to dress for success whether you're looking to go casual or professional! Learn the difference. [10492 — BE VIDEO 51] MERIDIAN, 2000.

### *What Does "Business Professional" for Men Really Mean? Tape IV - Where Have All the Dress Rules Gone? Video Series*

Video; 14 min; Information regarding professional dress for the office. Topics cover colors; jacket "cut" or style; shirt style and colors; ties and more. Learn about appropriate attire for the office. [6609 — BE VIDEO 132] CINCINNATI, OH, AT EASE INC, 1997.

*What Does "Business Professional" for Women Really Mean? Tape II; Where Have All the Dress Rules Gone?*

Video; 14 min; How professional dress is taken seriously. What is "investment dressing"? Covers colors; appropriate skirt length; alternatives to suit; accessories and more. [6607 — BE VIDEO 130] CINCINNATI, OH, AT EASE INC, 1997.

*Interview Tips From a Recruiter: How to Win the Job You Want*

Video; 22 min. -- What must you know to pass the "interview test" and get the job? What questions should you be prepared to ask? And what questions should you ask in return? This video gives real tips from a recruiter on how to prepare for and handle the job interview. It covers the basics of knowing the exact location for the interview, what to wear and showing up on time. Then it zeros in on the interview with ways to handle the questions you're asked, citing examples of how to respond. It also suggests questions you should ask the interviewer. [11072 – BE VIDEO 57] FL, LINX EDUCATIONAL PUBLISHING, INC., 2001.

*Common Mistakes People Make in Interviews*

Video; 27 min. -- Before you even walk through the front door of a company for an interview, you better know a few things: what the business is all about, how to stay cool under pressure, and what your thoughts are about working with people of different races and genders. The video is an interesting and effective program that helps job seekers anticipate what interviewers are looking for; using a wrong way/right way format; illustrates potential pitfalls in the job interview and helps job seekers overcome them; uses informative techniques to show job seekers how to do well in the interview and GET THE JOB OFFER! [11874 — BE VIDEO 149] NJ, CAMBRIDGE EDUCATIONAL, 2003.

# PREPARE FOR EMPLOYMENT

## Interview Assignment

### Activity Preparation and Assignment

Study the interview sections in the Web sites listed below. Look for similarities among sources to determine questions typically asked of applicants.

1. Choose 10-15 of the most frequently asked questions and key your answers.
2. Participate in class discussion about video(s) concerning business dress, legal and illegal pre-employment interview questions, verbal and nonverbal communication, listening skills, business etiquette.
3. Determine appropriate business dress for an interview.
4. While dressed professionally, participate in a mock job interview with the teacher.

### Web Sites

<http://interview.monster.com>

<http://www.sla.org/chapter/ctor/toolbox/career/success.htm>

# PREPARE FOR EMPLOYMENT

## Interview Assessment

Criteria	10-9 (Excellent)	8-7 (Very Good)	6-5 (Average)	4-1 (Need Improvement)
<b>First Impression</b> <input type="checkbox"/> Smiled, proper greeting and closing <input type="checkbox"/> Shook hands <input type="checkbox"/> Waited for permission to sit <input type="checkbox"/> Introduced self using proper business etiquette	All criteria correct	Three criteria correct	Two criteria correct	One criterion correct
<b>Communication Skills</b> <input type="checkbox"/> Correct grammar and pronunciation <input type="checkbox"/> Good eye contact <input type="checkbox"/> No extra filler words <input type="checkbox"/> Good verbal skills <input type="checkbox"/> Correct nonverbal communication	All criteria correct	Four criteria correct	Three criteria correct	Two or fewer criteria correct
<b>Attributes/Attitudes</b> <input type="checkbox"/> Poised <input type="checkbox"/> Showed initiative <input type="checkbox"/> Positive attitude <input type="checkbox"/> Self-confident <input type="checkbox"/> Interest evident	All criteria correct	Four criteria correct	Three criteria correct	Two or fewer criteria correct
<b>Professional Appearance</b> <input type="checkbox"/> Appropriate clothes selection <input type="checkbox"/> Neat and clean <input type="checkbox"/> Shoes appropriate <input type="checkbox"/> Stockings (female)/Socks (male) appropriate <input type="checkbox"/> Hands/fingers well groomed	All criteria correct	Four criteria correct	Three criteria correct	Two or fewer criteria correct
<b>Total Points</b>				

## PREPARE FOR EMPLOYMENT

### Interview Class Video Discussion Assessment

Criteria	4	3	2	1
<b>Attendance/Promptness</b>	Student is present and prompt for all class/video discussions of job interviews	Student is tardy for one class/video discussion	Student is absent during class/video discussions	Student is absent and/or tardy more than once during discussions
<b>Class Participation</b>	Student actively participates by watching video and contributing to class discussions	Student participates by watching, but contributes very little to discussions	Student participates by either watching video or contributing to discussions	Student is present but does not watch video and does not participate in class discussions
<b>Behavior</b>	Student is attentive and not disruptive during class discussions	Student occasionally was inattentive or disruptive	Student was frequently inattentive or disruptive	Student was constantly inattentive or disruptive
<b>Preparation</b>	Student is prepared for class with assignment and necessary materials	Student has assignment but is missing necessary materials	Student has materials but not assignment	Student is not prepared for class
<b>Total Points</b>			<b>Percentage</b>	